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ABSTRACT

This document describes a number of exemplary counseling programs and practices, research findings from various sources (1970-71) and the implications of these for counselors, the results of several surveys of counselor's attitudes, and reviews a number of available resources for practicing counselors. The document presents this material in short and concise summaries. (MP)

ED 063572

communique

resources for practicing counselors

COMMUNIQUE INDEX

(Volume I, Numbers 1-9)

Exemplary Practices:

- Motivating Girls for Career Exploration in a Changing Society, p2
- Group Techniques for Dealing with Underachievement, p7
- Orientation is Not Just for College Students, p13
- Telling Others What You Do (Communicating Your Role), p19
- Courtesy in the Elementary School, p25
- Behavioral Contracting with Students and Their Families, p31
- Two Simple Ways to Help the Potential Drop-Out, p37
- An Effective, Low Cost Approach to the Treatment of Disruptive School Children, p38
- Making the Most of What You Have (Utilizing Resources) p43
- Increasing Activity Level Through Assertive Behavior Modeling, p44
- Using Guided Imitation (A New Dimension in Role Modeling) p49
- Helping Parents to Help Their Child, p18
- Counseling Theory and Practice:
- When Counselors Fail (Why Things Don't Get Done), p10
- A Rational for Draft Counseling, p23
- Drug Education—To What Purpose, p30
- Guidance is Good—If and When, p35
- Swan Song for 1971-72 (Planning Sessions), p54

CG 400 047

Counseling Materials:

- Vocational Counseling, p4
- Parent Effectiveness Training, p9
- The Deciders, p16
- Teaching Achievement Motivation, p28
- Saying What You Mean—A Method to Help Students Communicate, p42
- Developmental Program in the Constructive Control of Aggressive Behavior, p42
- Improving the Self-Concept of Elementary Students, p52

Counselor's Surveys:

- Counselors Discuss Their Reading Habits, p6
- Counselors Discuss Underachievement, p11
- Who's on the Razor's Edge? p17
- What Pleases Counselors? p24
- Communique Subscribers Offer Innovations, p33
- Counselors Report Student Frustrations, p41
- Counselors Discuss What Students Find Satisfying, p48

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Research Findings:

- Activism, 12B, 39B, 40J, 45C
- Aging, 51H
- Achievement Motivation, 39A
- Altruism, 26B, 45E
- Attractiveness, 15G, 26C, 401, 45B
- Authority Figures, 5E, 28K, 39F
- Behavior Modification, 12D, 14B, 14F, 20A, 21C, 27H, 271
- Career Planning and Vocational Information, 5D, 5J, 6K, 28N, 45D, 461, 46K
- College Attendence, 14C, 27J, 401, 47N, 52K
- Competition, 27G
- Counseling Techniques, 21E, 22G, 45C, 46G
- Counseling Characteristics, 5F, 26C, 40K, 44A, 46J, 50C
- Counselors' Image, 26C, 26D, 46H, 52J
- Creativity, 12E
- Curfews, 34C
- Dating Patterns, 27F, 41O
- Drug Usage, 5B, 5I, 21F, 22H, 39E, 40M
- Educational Games, 14D
- Family Influences, 12A, 14E, 15H, 21B, 47O, 51F, 51G
- Group Process, 28M, 34E, 50D
- Integration, 26A, 27G, 39C, 50B
- Learning, 5C, 21D, 27E, 34B, 39D
- Non-verbal Behavior, 39G
- Reading, 40H
- Reinforcement, 12D, 14B, 14F, 21C, 27H, 271, 47P
- Self Concept, 5G, 40N, 41O, 45E
- Self Disclosure, 5H, 51E
- Speech Patterns, 5A, 12C
- Teachers, 5C, 14A, 28I, 34B, 45F, 47I, 47M, 50A, 51I
- Testing, 34A
- Volunteers, 34D

ED 063572

communique

a news sheet for school counselors

Introducing communique . . .

Counselors need information about those programs and practices which can produce results. **Communique** is our way of communicating with you about these and other developments while they are still new. We are, as we receive documents, condensing large reports and articles into useable and readable action statements—direct, precise, and personal. The ERIC/CAPS staff is utilizing all its resources for identifying and bringing to you information that is significant and relevant to the practitioner's needs. We hope **Communique** will have immediate utility for school counselors, so we have designed **Communique** to appear monthly during the school year. A conversation between us once a month is seldom enough, but by using our time together wisely it can be a meaningful, if brief, encounter.

This issue of **Communique** is the beginning of what we plan to be a growing system of counselor communication. You can influence the speed and the direction of its growth by sharing your reactions and your ideas with us.

CG 400 049

. . . and the CAPS total information system . . .

The Counselor's Six-Pack

As CAPS enters its fifth year as a center for information retrieval and analysis, we are excited at the possibilities of moving into a concentrated program of publications. Building on our experiences, our new publications designs take us a step closer to our goal of establishing impactful linkages with the knowledge base in the ERIC system and increasing the probability of an increase in the application of knowledge.

Naturally, we're anxious to have you share the potential represented in our complete information system for counselors and personnel workers.

Many of you have known us in the past through our **CAPS Capsule.** Our fall issue of **Capsule** is off the presses. In its new, compact form, **Capsule** will continue to inform you about the activities of the ERIC/CAPS program, while reaching out to learn more about counselors' activities and needs.

Since we believe interaction is the only way to stimulate the sharing of knowledge, that has become the by-word for our magazine, **Impact. Impact** will stimulate through interviews, self-tests, or games, news from the counter culture, advance information on significant developments for counselors, and many other regular features. In return, we'll be soliciting information and inquiries from you through surveys, and other methods. **Impact** will round out its synergistic information program with a series of workshops based on the major articles and investigations.

News for school counselors is the beat for our **Communique** staffers. There is no limit. Any item or topic about which there is excitement or potential for school counselors will be rounded up in these pages as **Communique** establishes its place as a vehicle for selective dissemination to our targeted audience.

Often counselors become aware of an area of research or a new programmatic approach, but lack the time and available information resources to thoroughly explore all of the current information in the new area. Three of the publications in the "Counselor's Six-Pack" are designed to bring the benefit of our position in the mainstream of counseling information to you.

Periodically, we'll be publishing **Personnel Services Reviews.** Each paper in this series will condense and synthesize ideas and resources pertaining to a high interest topic in practice, research, and current issues.

Twice each year, CAPS will bring together materials, resources, and analyses in the covers of **Access.** Based on the format of our comprehensive **Integrated Personnel Services Index** of the past and published jointly with the American Personnel and Guidance Association, **Access** will expand its features to provide you with a highly usable, immediate retrieval system for ideas and current materials.

Finally, each year will be rounded out with the development of a **LITTLE ANNUAL.** Somewhat like a consumers' review, the **LITTLE ANNUAL** will draw on our network of field representatives and our on-going relationships with counselors to identify the major concerns and questions confronting counselors. In addition to identification of the problem areas, it will elaborate on what research and experience show the counselor can do, indicate what outcomes can be expected from different approaches, and assist the counselor in the adoption of new approaches.

These are the elements in our information package for counselors. You will find that each element is a helpful information tool. Together, they become a powerful, comprehensive information system.

• • •

Ordering information for these publications is provided on the form on page 3. To order **Access,** send payment with order to Subscriptions Manager, APGA, 1607 New Hampshire Ave. NW, Washington, D.C. 20009. Subscription rates for **Access** are: General, $18.00 per year; APGA members, $15.00 per year; Single issue $9.50.

exemplary practices

Motivating Girls for Career Exploration in a Changing Society

The first step in career counseling for girls is to motivate girls to really look at all the possibilities. In order to accomplish this task, some methods must be found to reduce the sociological and psychological barriers which keep girls from considering nontraditional career opportunities. Some of the methods described here should prove helpful to counselors attempting to encourage girls' full vocational development.

These methods are drawn from an outstanding program for counseling girls, **Women and the World of Work: A Learning Opportunities Package**, developed by a team from the Departments of Counseling and Student Personnel Psychology and Distributive Education at the University of Minnesota. This program (to be published in full by the Minnesota State Department of Education this fall) recognizes the changing roles of women in American society and encourages the young girl to explore and understand these changes as part of her preparation for vocational exploration and later career choice. It emphasizes the expanding options available to young women and the opportunity each one has to consciously determine what she wants to do and be. One of the valuable components of this program is that it utilizes resources and materials which are cheap, easy to compile, and of inherent interest to high school girls. Furthermore, when used in its entirety, this program is comprehensive and each part leads logically to the next. The appendix is full of valuable resource material for the interested counselor—a real savings for the counselor who doesn't want to play the order-and-wait game.

The methods used in this program are straightforward and simple, yet highly effective for reaching their intended goals. To give you some idea how it works, some procedures have been selected which you might find generally useful.

The following excerpts from the program describe methods counselors can use to help girls explore and understand their orientation toward the traditional role and to explore the effects of modern society on traditional roles.

• • •

Objective

Discovers elements within our culture which have contributed to the continuance of the traditional view of women.

Learning Experiences

1) A good way to introduce this unit, to motivate the students, and to simultaneously begin work on the first enabling objective is to bring in and play for the class contemporary recordings which praise traditional female roles (e.g. mother, housewife, lover, etc.). The words to two such songs may be found in the appendix, page 12. Distribute to the class copies of the lyrics for the songs which have been chosen; play the recordings one or two times; discuss what is said in the lyrics, what influence these songs have on our attitudes toward women, etc.

2) In order for the students to further explore how the traditional roles of women are constantly kept before the eyes and attention of the American public, ask them to bring to class and discuss expressions of the traditional view of women as found within our culture such as:

   Songs—Traditional or popular which glorify the conventional roles of a woman.

   TV and Movies—Programs and movies that display women in the traditional home, family, housewife roles or operating in an occupation normally approved for women.

   Advertisements—Magazine and newspaper pictures and ads, TV commercials, and billboard displays which cast women in conventional roles.

   Poetry—Poetry which praises the ideal woman. Both modern and traditional verse should be represented.

   Verbal Expressions—Cliches and expressions which involve the traditional view of woman (e.g. "A woman's place is in the home," "Sugar and spice and everything nice," etc.).

   Students may prepare an individual montage or group bulletin board which displays how we are bombarded with verbal and visual representations of what a woman should traditionally be. Song phrases and titles, cliches, poems, pictures, and advertisements may all be represented. Discuss these collections in small groups.

   Also, some of the students may enjoy making an audio-visual presentation to the class in which they might link some of the material they have gathered to a popular song. For example, the students might take a song such as "The Dreams of the Everyday Housewife" and prepare a series of images that portray what the song describes. Allowing such freedom and creativity in presenting what they have collected often proves to be of great motivational value to the students.

Objective

Participates in and observes situations in which women are found in roles other than traditional ones.

Learning Experiences

1) Involve the students in a series of role-playing incidents which may be selected and performed in the small group or class situation. Divide the students into groups with as few as two or as many as five members. Each group must then select a role-playing experience which portrays a woman in other than a traditional role. The members of the group will plan the presentation, some or all being script writers and others being performers. (If desired, these experiences may be attempted on an impromptu basis with no preparation). When the role-playing experiences are presented, ask the group to stop after each and discuss what they have seen in terms of what might happen if a similar situation actually did occur in reality. How might the real situation be similar to or different from that which was presented?

   The students should be allowed to pick and create their own role-playing situation; however, here are several suggestions which they might want to consider:

   A) A female personnel manager interviewing a prospective male employee.
   B) A female dentist preparing to work on a male patient.
   C) A woman as a service station attendant or

mechanic providing service to male customer.

D) A female officer issuing a speeding ticket to a male driver.

E) A female astronaut or jet pilot going through flight training preparations with a male co-pilot.

F) A female high school principal working out a discipline problem with a male teacher.

G) A woman as president of the United States talking with a male cabinet member.

H) A female taxi driver carrying on a conversation with a male passenger.

I) A woman suggesting a plan of action at a Teamster's local union meeting.

J) A woman in a foreman position giving directions to one or more male underlings.

Some of these experiences may prove humorous to the students; this, rather than distracting from the experience, may prove to be an excellent starting point for discussion. The students might be asked to consider why the situation seemed humorous or strange.

2) Take the students to a place of work which employs women in roles other than traditional ones. Have the students talk to both men and women in the work setting. Encourage them to ask the women questions regarding the satisfactions derived from the work, why they work, and what they think of themselves in this new role. Ask the students to also question the men as to what they think of working women in general, and what it feels like to have women doing the same job and earning an equal wage.

A suggestion would be to title the field trip "A Portrait of a Woman at Work." Divide the class into small groups and have each group decide how they will investigate and portray this work situation (e.g. one group may want to take along cameras for a picture-and-caption approach or another might want to devise a questionnaire for an attitude survey). Whatever the case, the class should discuss in advance the approaches that they will use and be prepared to report back at the conclusion of the experience.

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Objective

Cites examples of change within the modern work society which have affected the traditional division of labor by sex.

Learning Experiences

1) Introduce the topic of division of labor by sex by giving the students some of the reasons why it had been in the past something that was a product of circumstance. Then ask the students to discover some of the changes which have reduced the significance of this division of labor. This may be accomplished in the following manner:

The students as a class or in small groups construct a montage representing the changes which have reduced the significance of the traditional division of labor by sex. Sources for finding materials would be: catalog and magazine pictures which portray technical advances which were not available 50 years ago (students may check the validity of what they include with their parents or grandparents); newspaper and magazine blurbs on technical change, mechanization, or social change; Women's Liberation propaganda; planned parenthood advertisements; pictures of women in new jobs; etc.

2) For an experience less time consuming, the students in small groups may "brainstorm" the changes which have reduced the need for a division of labor between sexes. After a list has been compiled, have the group discuss the significance of each change (e.g. planned parenthood, mechanization, etc.) Have the groups then compare with each other to see who has the most complete list of changes. Through this procedure, a class list will be developed which reflects the changing need for a division of labor between the sexes.

Share Your Ideas through ERIC

Are you an information generator? Do you have an unpublished speech? Report? Model? Instrument? Dissertation? Program description? ERIC was created to assure access to the educational knowledge base. Our basic function is to aid the process of knowledge-sharing and feedback. Perhaps you have created an innovative program. Perhaps your insight and experience have led you to some creative thinking. Perhaps you've carried out some research. Is it in written form? If not, have you considered organizing it and writing it up to make it available for others to build on? ERIC is always looking for new documents. We continually review materials for Central ERIC's monthly collection in **Research in Education.** Let us review your paper for inclusion in **Research in Education.** If you would like to submit a paper, send two clean (suitable for Xerox reproduction) copies, preferably accompanied by an abstract of 150 words, to the Assistant Director for Information Processing, ERIC/CAPS, The School of Education, The University of Michigan, Ann Arbor, Michigan 48104.

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materials

Vocational Counseling

Are you badly in need of a way to make your students' vocational choices more meaningful and personally satisfying, while simultaneously freeing some of your time for other types of counseling? Check this out!

An article in a recent issue of **Michigan Personnel and Guidance Journal** told about "Teaching the Student the Vocational Guidance Process." It was written by David Fitch, a junior high school counselor. The value of his approach, as we see it, lies in its ability to involve the student more fully in his vocational choices and guidance. His process of vocational guidance is coordinated with the instructional game, "Vocational Choice," which he also developed. The game attempts to teach students how to make an efficient, effective vocational choice by stimulating the processes involved in making this choice. Once the student has practice in using the game, he can effectively use the same processes in his actual vocational decision making.

(Continued in next column)

For further information, consult the Spring 1971 **Michigan Personnel and Guidance Journal** and/or write to:

David A. Fitch, Counselor
Rodney Wilson Junior High School
St. Johns Public Schools
St. Johns, Michigan
Telephone: (517) 224-2394

Drug Education

Counselors who are interested in initiating and/or revitalizing programs in drug and narcotics education as well as alcohol education and tobacco education will find help in a series published by the National Institute of Mental Health. The information provided includes concepts coupled with sample learning experiences and appropriate resources, i.e., instructional material, reprinted articles, definitions, teaching suggestions with references, pupil experiences, film guides, narcotics control legislation, and suggestions for the process of evaluation. The six booklets we have seen describe in detail curricula prepared for use by school systems in New York State (Grades 4,5,6); South Bay Union School District, Imperial Beach, California (Grades K-12); Baltimore County, Maryland, Public Schools (Grades 6, 9, 12); Tacoma, Washington, Public Schools (Grades 6-12); and Great Falls, Montana, School District No. 1 (Grade 6). Any one or several of these curricula might be adoptable or adaptable to your local situation. For a list of these booklets, which cost between $0.60 and $1.25 each, or any further inquiries, please write directly to:

The National Clearinghouse for Drug Abuse Information
Educational Services
5454 Wisconsin Avenue
Chevy Chase, Maryland 20015

news

A Plan for Career Competency

Imagine a program in which . . .

the total curriculum revolves around career development, the learning environment is extended into the home and the entire community, a wide variety of resource personnel are utilized, and the student is permitted to leave and return to school periodically.

This is the proposal of Harry Drier of the Wisconsin Department of Public Instruction. Specifically, the program is based upon the development of a career competency contract by the student. In the contract, the student sets goals in the following competency areas: career development, basic education, leisure time skills, and job skills. The contract is developed with the assistance of a counselor (called the career development contractor) and an advisory team consisting of family members, school personnel, and a variety of people in the community.

The student seeks to attain his goals by utilizing many different learning facilities—the home, the school, community agencies and organizations, and work stations (factories, businesses, retail outlets, etc.). Thus, the student not only learns from his teachers and peers, but also from his parents, other relatives, employers, employees, and professionals. Similarly, teachers are not confined to the school, but are stationed throughout the community.

When the student completes his contract he takes the next step—a job, marriage, service, or higher education. He can, however, return to this program whenever he desires and establish a new or revised contract.

The implementation of such a program has exciting possibilities. The individual and continual revision of career objectives would mean that the schools and their community connections would remain in active service to an individual throughout his life in that community. Such a concept revolutionizes the whole traditional image of the school as an institution geared to prepare the young for a relatively static society. The new image is that of a community institution that serves all age groups by constantly retraining them for new roles in a dynamic society.

Harry Drier
Wisconsin Department of Public Instruction
126 Langdon Street
Madison, Wisconsin 53703

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research findings

A. OUT OF THE IVORY TOWER

(Dissertation research)

Men and women speak differently. An analysis of speech patterns showed that women more often construct sentences relating people to each other; men, on the other hand, more often construct sentences relating objects to one another. A second finding was that in the speech of both sexes, words referring to females were more often receivers of the action of the verb than doers of the action.

B. A group of high school girls who used marihuana and a group who did not were studied and compared with one another. The smokers were found to be warm-hearted, enthusiastic, extroverts who were socially group dependent. They communicated with large, colorful vocabularies and expressed themselves in the jargon of the day. The non-smokers were like the smokers in external appearance; however, they were more reserved, slow, and conscientious. They were introverted and self-reliant. Both groups were found to be quite neurotic. The childhoods of the smokers were reported to be grossly unsatisfactory (by interview) though the non-smokers claimed general satisfaction with their childhoods.

• • •

HERE AND THERE

(Funded and private research)

C. The research division of the American College Testing Program reports that students learn more when they are taught by teachers who reflect the students' learning styles. Students who were tested and found to be dependent on the leadership and authority of others learned more—as measured by essay questions, multiple choice items, and requests for factual information—when they were taught in a highly structured situation. Likewise, those students who were more independent accomplished more when they were taught in a situation that allowed individual freedom and variation. When the students' learning styles were mismatched with the teaching styles, the students did not learn as much, did not rate the teachers as being effective, and did not see the course content as being valuable. When learning and teaching styles were matched, all of these factors improved.

Comment: Counselors wishing to improve students' attitudes toward school and increase achievement might consider matching learning and teaching styles. This study provides some support for an active effort by counselors to identify teaching styles and to review with students those situations in which they learn best.

D. Girls who live in large communities, and who have a high social status know more about vocational opportunities than girls in small communities with lower status. Research shows, however, that the girl with the information is also the one who is less inclined to work full time.

Comment: Willy nilly, most girls of well-heeled backgrounds **will** work. Counselors have a pob to help them understand and to plan for reality.

E. Among preschoolers, those from lower socioeconomic groups were more threatened by teachers, policemen, fathers, and other authority figures than were those from middle socioeconomic groups. Also, boys were generally more threatened than girls. Another example of elementary school students suggests that as the children get older they feel more threatened, for this older group showed more awareness of threat than did the preschool group.

Comment: Knowing how to deal with authority figures is a problem for everyone. Perhaps counselors should actively structure role playing and other situations where students have to deal with authority figures and can later review and develop appropriate behavior.

F. The attitudes of Wisconsin secondary school counselors toward industrial education have recently been investigated. Older counselors were found to have the most positive attitudes toward industrial education, but counselors who had been English majors were found to have the most knowledge of the area.

G. Fat girls are more non-conforming have more difficulty controlling their impulses, and are more distrustful than girls who are not overweight. Furthermore, the more overweight a girl is, the more likely she is to view control of the environment as external to herself. Compared to her more slender friends, the obese girl is characterized by more feelings of depression, alienation, and low self-esteem.

Comment: If they have difficulty getting in the door, give them lots of love.

• • •

A LITTLE HELP FROM YOUR FRIENDS

(Journal research)

H. Talking about one's self does not turn others off. A study of the relationship between liking another person and his perceived self-disclosure supports the hypothesis that liking another person is consistently and positively related to the amount of his self-disclosure. This finding seems to be most impactful in the initial states of a relationship.

Comment: Counselors rarely share much information about themselves with students. Perhaps counselors should be more self-disclosing.

I. A survey taken in a suburban public high school indicates that there were two very different kinds of students using drugs. Although one type clearly fits the stereotype of the individual on the fringe of society, barely coping; the other type was found to be more secure, inquisitive, and active than his non-using classmates.

Comment: The response to drug abuse is more difficult and will require more resources than some of the media suggest.

J. A review of job-satisfaction literature reported in the **Journal of Vocational Behavior** suggests that job satisfaction does not seem to have any relationship to entering an occupation congruent with one's measured interests. Salary, however, does seem to correlate with job satisfaction.

(Continued on next page)

caps survey: Counselors Discuss Their Reading Habits

As part of the preparation for the publication of **Communique,** ERIC/CAPS staff members interviewed a number of school counselors around the nation. School counselors were asked what publications they regularly read, why they read those publications, and what kind of professional publication they would like to read.

One of the most interesting findings in this small sample was that about half of the counselors interviewed do not read any professional publication regularly; those who do are generally dissatisfied—perhaps reading more from a sense of duty than from any excitement about the publication itself. Professional journals seem to stimulate a reluctant scanning more than an intensive, cover-to-cover reading.

Some counselors stated that they never read the professional journals, calling such journals "too idealistic, impractical, abstract, and complicated." When pressed to be more specific, school counselors pointed out that few journals deal with the day-to-day issues with which individual counselors are faced; that most programs described in the journals require massive reorganization of schools which would be (for one reason or another) impossible in their individual situations; and that frequently they are so busy doing jobs which do not really tax their personal skills and training that they have no real need for the kind of expertise offered.

Even counselors who read professional journals regularly and who do find the material useful complained that the format is conventional and the writing style is "not very lively." "How," asked one counselor, "can someone describe something about which he is really excited as 'an innovative procedure to induce educational change.' Where is the excitement?"

There seemed to be general agreement among counselors, both readers and non-readers, that more zippy publications were in order.

When counselors were asked to describe how an ideal publication might look, some counselors hedged by saying, "Well, I really prefer to go to conferences," or "Actually, I prefer to read books." More often, counselors mentioned such publications as **Psychology Today**, **Time**, or **Newsweek** as possible models for professional journals of the future.

One counselor suggested that a designer be employed to give the magazine "innate appeal." Another (with no hesitation at all and in a tone of final authority) pronounced, "The ideal publication! That's easy! It should be short—a one-page diagram with an immediate solution—colorful, striking, and with no statistics."

The general level of dissatisfaction with professional publications revealed in this survey certainly contradicts the hypothesis that putting out a good product is easy. ERIC/CAPS is working to produce useful publications. If those we produce are not useful and vital there is no reason for us to produce them!

We have planned a number for this year—one of which is **Communique.** If **Communique** is to become truly useful to the practicing school counselor, ERIC/CAPS must know what counselors want and what counselors need.

If you have comments about this publication, or if you are interested in sharing your experiences or problems with ERIC/CAPS and with other counselors, please write to us at **Communique.** It is our hope to continue this column as an outlet for reactions and observations of **Communique** readers.

RESEARCH FINDINGS (continued)

Comment: Look out Kuder! Is this more evidence to question the use and/or reliance on interest measures by counselors? What purposes do they really serve? Certainly the widespread general use appears questionable.

K. Students who were asked to assess the intellectual difficulty of different occupations were unsuccessful. The conclusion of the study was that accuracy at identifying the occupations that require higher than average intelligence was significantly worse than chance because students relied exclusively on prestige of the occupation to make their assessment.

Comment: More support for the idea that we have to develop imaginative ways of communicating with students about the demands of different occupations. Stereotypes are prevalent, and they hinder effective planning.

Here are the sources for these research findings:

Dissertation Research
1) **Dissertation Abstracts International**, 31(11), p6155-A.
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FIRST CLASS POSTAGE

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communique

resources for practicing counselors

October 1971 Number 2

exemplary practices

Group Techniques for Dealing with Underachievement

On February 22, 1971, Dr. James D. McHolland, Director of the Human Potential Project at Kendall College, Evanston, Illinois, delivered an address before the American Association of School Administrators in Atlantic City, New Jersey. While the techniques presented are presently being used with college students at Kendall College, they are ones which appear to offer to both elementary and secondary school counselors an opportunity for similar types of self-confrontation experiences among their own students. While the seminars at Kendall focused on motivating underachievers, the tools seem equally viable for improving social behaviors, self-congruence, and, perhaps, occupational aspirations. With these objectives in mind, we present with Dr. Kendall's permission, a partial text of his remarks.

•

I define underachievement so as to include the behavior of all of us in this room. In terms of our vast potentiality as human beings, each of us is an underachiever. Some of the researchers in human potential suggest that none of us uses more than ten percent of our potentiality. Within this definition there are, of course, varying degrees of underachievement. So when we talk about turning on the bright underachievers, I become a bit concerned. I think the very designation of being termed "bright, but unsuccessful" reinforces a failure identity. When counselors, teachers, and parents remind students that they are not achieving their potentiality, they are reinforcing failure not success. But if underachievement can be understood to include all of us, and if we can acknowledge that each of us is gifted, then it becomes exciting to try and find ways to turn on the gifted underachiever—ourselves included.

Assumptions Made When Working with Underachievers

There are five assumptions I make as I work with any underachiever. In the first place, I assume that every student—every person for that matter—is gifted. In part, it is the task of the school to help him find his gift—not just to tell him he is gifted. In the second place, I assume that self concept is learned, not inherited. We learn to feel inadequate or inferior. We are not born feeling that way. It is implicit in this assumption that a person's self concept can be changed. There are any number of ways—counseling or therapy among them. My third assumption is that self concept can be changed as behavior is changed. As a student is helped to perform successfully he can begin to feel successful; in turn, his self concept improves.

There are two other assumptions I make. One is that every student is motivated. There is no such thing as an unmotivated person. The problem occurs when the student's motivation is different from what the teacher or school expects. My fifth assumption is that a student can learn to run his own life responsibly. Can this be accomplished by giving him more freedom? No, it can't. Actually, we must provide more structure so he can learn to run his own life rather than be run by his own impulses or by other people. Basically, the two group approaches I have used with underachievers are designed to improve self concept and develop responsible autonomy. But each group process is designed for a different type of underachiever. Let us consider first how we might approach the general underachiever. the person like you and me who isn't using his potentiality but would like to be using it more.

The General Underachiever

In the opening phase of the group session, each person identifies the chief formative people and experiences throughout his life which have helped make him who he is. In the next phase, he acknowledges experiences of satisfaction, success, and achievement in his life and talks about them with other group members. Through value clarification, a person begins to center in on what really matters to him, what his priorities are. and what he wants his life to be like. When we pair short term goal-setting with values, we help a person to run his life responsibly and with purpose. He is determining his own life. Actually, the general underachiever is most often helped by short term goal-setting. He begins to see in a matter of days or weeks that he can do a lot if he will give himself the chance to try. Goal-setting gives rather quick feedback that can be very reinforcing. People also look for personal strengths in themselves and in each other. This is hard for many people to do. We are so prone to look for weakness in ourselves and to be critical of others.

The results of a two-year follow up, self-report research study demonstrated that students do, in fact, feel that through the seminar experience they become more self-affirming, self-determining, and self-motivating. In fact, they indicate that the process is one which truly promotes personal growth. As for academic change, grades improved an average of .69 per student, on a 4.0 scale. Roughly that's an upward change from getting all C's to getting 2 B's and 1 C.

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The Committed Underachiever

So far, we have talked about an approach to general underachievers like us—rather normal people. But what about the student who underachieves because he wants to demonstrate his independence or retain his dependence on his parents? How would we deal with him? In a sense, we are asking about the hard core, committed underachiever. To help this kind of person become an achiever, we have to interrupt his attempts to be an underachiever. If he is impulsive we have to provide a structure that assists him in controlling his impulses. If he is rebelling, we want him to face the consequences of what his behavior is saying about him. If he is "copping-out" we must challenge his cop-outs and help him cop-in.

At Kendall, we have done this through what we have called the Success Group. Basically, this is a small group that tries to make constructive use of the the dependence-independency conflict. The committed underachiever has demonstrated that he is not doing a very good job of running his life. So—on a temporary basis—we want him to be dependent on this group. Students enter the group on a contractual basis. They actually sign a contract. They make a written commitment to attend each Success Group, agree that they are working for at least a C average that term, and further agree that any absence from the Success Group will result in immediate exclusion from school. That sounds awfully tough. Can a committed underachiever make that commitment and keep it?

Most of them do—and they are surprised and pleased when they see that they can. Only two out of 55 students have cut a Success Group and been excluded. Of course, some students choose not to take the Success Group at all. They have failed out of school for a variety of reasons and don't choose to try again.

But what goes on during Success Group? Mainly we are trying to teach accountability and responsibility for one's own behavior and life. When the group first meets, a general acknowledgement is made by the leader that all persons present have been successful in failing. Failure is seen as the result of deliberate, chosen behavior. The leader then indicates that the purpose of the Success Group is to help students be successful in achieving. That is our only purpose. We are not there to deal with personal or family concerns, health problems, etc. Academic achievement is our only reason for meeting as a group.

During the first session, students usually do three things. First, they compile a list of "cop-outs" or excuses which they have used or could use to avoid achievement, such as, why they should not go to class, participate, read, or do assignments. My current group identified 59 different ways of avoiding success. It really becomes pretty funny after a while when the students realize how expert they have been at planning for failure. The point of this is to show the students that they make decisions, they run their lives—they are accountable for whether they succeed or fail. We want them to "cop-in" not "cop-out". The second thing that happens is that students make a written commitment which is posted before the entire group as to the grade-point achievement goal toward which they will work. Rarely are their goals realistic. Often they set the goal very, very high. Of course my job, then, is to test their goal for reality as to how much work they are really willing to do. Talk is easy. Going to class or doing assignments is tough. I want them to have high expectations for themselves, but their work expectations have to be high, too.

Next, each person sets specific goals as to class attendance, participation, and homework for the next few days. The next time the group meets, each goal is reviewed. Cop-outs are challenged. Limits are set. The student is held accountable for the goals he sets. If he sets goals and fails in them, he is confronted with the apparent meaning of this behavior. For example, he might be told "You are acting irresponsible. Do you like the word 'irresponsible' to describe who you are? If not, change your behavior." The same kind of thing is done with students who achieve their goals. Either way, we want to provide immediate feedback as to what their behavior is saying and begin helping them get their own feedback.

Feedback is essential to the kind of underachiever we are talking about now. Does our use of goal-setting help with feedback at all? Definitely, because as a student learns first to set short term goals that are specifically measurable, achievable in a given time span, believable to him, and decisive, and then begins to achieve them, he provides himself with feedback. He can look at what his goal was and see whether he achieved it. He need not wait for weeks for feedback from a teacher or counselor. He begins to provide it for himself. Of course, the external feedback is reinforcing and helps, but for the most part, schools are not geared toward giving it. We also provide limits through rather stringent reality testing. When a student is committed to underachievement, he cannot switch that commitment overnight. Thus, when a student says he read Chapter 9 in Biology, he may be asked to tell what was discussed in that chapter. If a written assignment is due, he submits a copy of it to the group. Without a copy, we assume the work is undone. This was one of the toughest things I had to learn to do professionally—checking up on students. My background and training in counseling emphasized trust and permissiveness as acceptance of students. But in my first Success Group, students told me, "Don't believe us when we tell you we read a chapter, or wrote a paper, or attended a class. Make us prove it." I'm still learning to do it. Every semester I think I've gotten much tougher.

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But when this last group ended, they said "Get tougher earlier in the semester. That's when we need it." I think what they may be saying is that they want someone to provide some consistent limits and boundaries to help them control themselves. It is when I provide such limits that I am really showing acceptance of this underachiever.

Does anything happen to a student's self concept through these Success Groups? I would say "Yes"—although our overall goal is academic achievement, these students often have very poor self concepts too. I want them to believe in themselves and to like themselves. So we accentuate their successes through the reporting sessions. We ask them to talk about strengths they see in each other and in themselves.

We have run five groups now. Our success ratio is about 72 percent in terms of academic achievement. We have had several students achieve at a "B" level with one student receiving all "A's". But I think that's only half the story. Five students from my last Success Group volunteered to help lead future success groups. They are externally more self-confident, motivated, responsibly independent, and concerned about other students.

I have said a number of things about working with underachievers. General underachievement is often the result of a lack of self-confidence or low self concept. We don't think we can do something, so we prove it by not doing it. The hard core underachiever has often made a commitment to nonachievement so as to feel independent or to maintain family dependence.

To turn on underachievers, I have suggested the Human Potential Seminar and the Success Group process. I am not suggesting that underachievers with psychological disturbances or poor skills preparation should not have a treatment directed to those areas. Rather, my area of interest lies more in self concept development. I find it exciting to work with underachievers toward the goals of self-affirmation, responsible self-determination and self-motivation. The group processes I have described represent two approaches I have found effective for turning on underachievers.

Dr. James McHolland
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materials

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Gordon, T. **Parent Effectiveness Training.** New York: Peter H. Wyden, Inc./Publisher, 1970.

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theory in the vernacular

When Counselors Fail

Inservice training, special seminars, postgraduate courses, conventions—all of these are designed to help counselors improve skills, function more effectively, and define and act upon their version of the role of the counselor. Sometimes, despite the fact that the counselor knows what he wants to do, he fails. Kenneth E. Hoeltzel wanted to find out why. In the following article, he describes what he found when he talked with counselors about the changes which were never made and the tasks which were never completed.

●

Something I always wonder about during or after attending a seminar, workshop, or academic course is —how will these experiences change me in what I do or how I act as a person? So many times in classes and workshops, interesting ideas, methods, or techniques are presented and I find myself saying, "Boy, is that for me. I'll try that next fall for sure." But next fall comes, and the glitter is gone. Consequently, I continue doing things as I'd done them in the past. Furthermore, I tend to blame my failure to carry out my plans on something external—not enough time, too expensive, not worth the effort.

During the summer of 1969, when I had the opportunity to assist with several two-week vocational guidance seminars, I decided to try to identify the obstacles that kept counselors from making their planned changes. At the end of the seminars, counselors were asked to list tasks which they felt they could implement during the 1969-1970 school year as a result of what they learned at the seminar. On the final day of the seminar, counselors turned in their lists of planned tasks to me. Tasks chosen by the counselors ranged from the very simple and easily implemented to those involving much time and effort. Some of the tasks described by the counselors follow:

1. Take several field trips to small business and industry.
2. Set up a definite period of time to spend with the non-college bound on job applications.
3. Make GED Equivalency Diploma information available to students who are dropping out.
4. Test students this year with an aptitude test.
5. Have group meetings with parents and students to talk over vocational plans.
6. Make a definite effort to acquaint the parents and students with students' aptitudes and abilities for making occupational choices.
7. Purchase the **Dictionary of Occupational Titles.**
8. Write to national and state governments for free materials.
9. Tear down a partition in counselor waiting room and remodel it so that occupational information can be more adequately stored and displayed.
10. Formulate a Career Day.
11. Plan and carry out a "Trades and Technical School" evening program.
12. Have a noon showing of vocational films.

Nine months later, I visited each of the twenty-seven Ohio schools in which the participants counseled. At each interview, counselors were asked to what extent they had been able to carry out their tasks. If they declared that they carried their tasks out to a "great" or "some" extent, counselors were asked to show evidence of such implementation. If changes were said to be carried out to "little" or "no" extent, counselors were asked to give the primary reason why they did not carry out the task.

I was gratified to find out that just a little over half of the tasks listed by counselors were carried out to "some" or "great" extent. For the failures, counselors had various explanations: the four most popular being (1) lack of time, (2) lack of space, (3) administrative problems, and (4) changed priority of the task. External pressures were almost always held responsible for the failure. The following explanations are typical of what I heard:

—The area employment bureau stated that my school was outside their area and did not send materials requested.

—The field trips I had hoped to take involved more travel than I expected. I could not get enough drivers.

—The displays of information that I planned to put up were not done because my office was moved to a room behind the principal's office. Students do not come in at all now. since it appears they are being called to the principal's office.

—Our bond issue failed—we had to cut back on everything.

—I had planned to have a vocational newsletter but each teacher this year was rationed five reams of paper. I could not use my paper for this.

—The noon vocational film showing bombed. I guess they were not well planned. The students did not attend.

—I had wanted to go to the junior high each day and work on occupational planning. Since a teacher quit and there was no one hired to take his place, I was assigned a study hall.

—So many college-bound students asked for transcripts and recommendations this year, I did not have time for those not going to college.

—The new principal has asked that all of my occupational information be placed in the school library so that all students can get to it. That took care of my plans for dissemination. I need to run to the library every two minutes now.

On and on the list went, excuses for counselors failing to do the things that they wanted to do. I found it very frustrating, depressing—even kind of scary.

The reasons they stated may not have reflected the real reasons. Something that I found was rather unexpected—many counselors strongly identified with some of the obstacles. That is, they were being assigned extra duties which kept them from developing their programs, but when asked if they were trying to change these extra duties, they stated that they did not want to give them up even if it meant a better program. Many of these activities were for extra pay (drama director, bus driver, coaching, athletic director) so, in essence, they were "moonlighting" within the school day. Others felt quite secure in their teaching and study hall roles and stated that they could "counsel" and teach at the same time. Time, space, and administrators were blamed for blocking progress and counselor initiative, but I came away believing that the major obstacle to change may be the counselor himself.

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caps survey: *Counselors Discuss Underachievement*

Perhaps the problem that is most visible to students, teachers, administrators, counselors, and parents is the failing student. For the purpose of this survey, the CAPS staff decided to try to find out how school systems and counselors were responding to this most blatant form of underachievement—the student who is failing a class because he does not do the required work.

We wanted to know exactly what counselors do when they are confronted by failing students. How is the school organized to help such a student? What procedures are used to determine the reasons for the failing behavior? What treatments are presently available to assist students to change their failing behavior?

We rather hoped that some school somewhere might have developed a program that would incorporate much of the more recent research on underachievement and many of the techniques which have grown out of that research. We found little evidence that what is known is being used.

Perhaps the most surprising finding in this informal telephone survey, was that although counselors and schools regard underachievement (generally) and failure (specifically) as both frequent and crucial problems, few schools are really organized to deal effectively with them. Counselors expressed general dissatisfaction with present procedures, but apparently were not feeling quite enough pain to develop full-blown programs to deal with the problem.

Present procedures for dealing with underachievement—as described by those school counselors with whom we talked—are, however, basically remedial, crisis-oriented, and one-shot in nature rather than preventative and consistent. In essence, the student often doesn't even come to the attention of a counselor until after he has failed one or several classes, if then.

Once the counselor is aware that a given student is failing, the counselor gathers information about the student in an attempt to determine the causes for failure. Information is usually retrieved from some combination of the following sources: the student himself, his teachers, his parents, school records, and sometimes auxiliary school personnel when they are available. After gathering information, some diagnosis is made, and the failing student is either referred to the appropriate specialist—teacher, social worker, speech therapist, reading specialist, etc.—or is treated by the counselor.

When asked of what the counseling treatment consists, counselors usually replied that it was individual counseling and that the exact nature of what happened varied with the client. Counselors reported that often their efforts were unsuccessful and clearly accepted the assumption that without the student's cooperation, progress and change were unthinkable. While such an assumption may have some validity, we had the distinct impression that somehow administrators, teachers, and counselors let it slide off their tongues with too much ease and too few questions. Although designing an individual program for each failing student sounds like a worthy goal, we saw little evidence that what was learned in one situation was applied to others or that counselors generally had at their disposal any organized group of possible techniques from which to choose when dealing with individual cases of underachievement.

This is not to say that no one is doing anything. The range of the responses given to our questions indicated great differences in the degree to which systems view the failing student or underachievement as a high priority problem. It is true that, in most systems, no organized program existed which consistently incorporated techniques and procedures to assist the underachiever; some counselors, however, did report programs which focused on the underachiever. Ninth grade was the most frequently chosen level for school systems to choose for an organized intervention to help underachievers. The intervention consisted of such treatments as: (1) group counseling for students designated as underachievers; (2) group guidance for all students in the ninth grade with underachievement being a topic of frequent discussion; (3) courses in reading improvement and oral communication for the culturally different; and (4) individual work with programmed instruction.

Our survey may easily be biased. Busy counselors frequently responded by offering to write up an outline of their procedures and mail it to us. We thought, however, that the responses we got at the time would, though lacking in store-window polish, still very accurately portray what thoughts occur (and recur) when counselors deal with the "underachiever".

We came away from the survey with these impressions:

- What is known about dealing with underachievement is not being used in most schools.
- Underachievement is a problem which has perhaps been with all schools so long that its occurrence is accepted rather philosophically by students, parents, and school personnel.
- Organized programs to deal with underachieving are the exception rather than the common practice in schools, but they do exist in an organized form for some grade levels.

We strongly recommend that counselors consider some of the following resources and we will, in the future, be making consistent efforts to find and describe to our readers some of the effective techniques presently being used to help students who are failing.

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research findings

A LITTLE HELP FROM YOUR FRIENDS

(Journal research)

A. The matriarchal character of the black lower class family has frequently been blamed for the economic and vocational failures of the young black males who come from such homes. According to this view, the absence of a strong father in the house is emasculating for the adolescent male. However, this view is not consistent with recent research done by Denise Kandel, who found in her research, "Race, Maternal Authority, and Adolescent Aspiration," that first of all, black mothers and their children share the same or higher aspirations than do comparable whites and secondly, that maternal authority tends to be stronger in homes where the father is present than in those where he is absent. Clearly, the matriarchal character of the black family is not dependent simply on the absence of a father, but on a more substantial participation by the female—whose power is apparently enhanced, rather than decreased, by the presence of the father.

American Journal of Sociology, 76(6) p999-1020 •

B. Right and left—they look alike. Personality dimensions of student protestors and anti-protestors, although different in protest goals and political ideologies, are more similar than different. Further, they are both similar to students who serve in leadership roles in campus organizations—all three groups are characterized by self confidence, need achievement, autonomy, dominance, and need exhibition.

Journal of College Student Personnel, 12(4) p.263-270 •

HERE AND THERE

(Funded and private research)

C. A study of the verbal behavior of students in classrooms reveals that students talk more often as they progress from first to sixth grade. Not only do they speak more often, but the average length of individual utterances also increases. From sixth grade to the eleventh, the process is reversed with individual utterances becoming less frequent and shorter.

ED 050 399 MF-$0.65, HC-$3.29 •

Comment: Why? Could it be that it is at sixth grade when schools and teachers switch from the active, show-me, and demonstrate-your-new-skills-to-the-world approach to teaching and learning to the passive, listen-to-me, and take-your-written-test-in-private approach? Why?

D. Numerous educators have assumed the position that it is hurtful to tell a student directly that he is wrong and that it is generally beneficial to tell him that he is performing correctly. Researchers from Indiana University found in their investigations on the effects of social reinforcement on children's learning that such views are greatly oversimplified. They found in their experiments with two-choice discrimination tasks that positive evaluations of the children's responses were used frequently, indiscriminately, and often independently of the children's behavior. Because of this hit-or-miss use of positive evaluations, results indicated that negative comments after incorrect responses greatly facilitated the learning while positive comments after correct responses had little effect.

ED 050 406 MF-$0.65, HC-$3.29 •

E. Who is judged to be creative depends more on the biases of the judges than on the qualities possessed by the people being evaluated. A recent study at Tennessee University investigating the nature of the interaction between the value orientation of the judge and the type of behavior being rated defined the relationship: behaviors within the field of one's own value orientation are judged more creative than behaviors outside the field of one's value orientation.

ED 050 401 MF-$0.65, HC-$3.29 •

Comment: If you don't think a student is very creative, maybe it's time to take another look at your values.

news

The Confronting Counselor

The traditional client-centered, non-assertive counselor is being replaced by the confronting counselor in situations where the clients come from a disadvantaged background. Tired of trying to explain their traditional role to disadvantaged clients, some counselors are instead looking at the client's expectations and complaints about the counseling process. They have found that disadvantaged clients are upset by the traditional counselors insistence upon talk. "You can't talk about a problem and make it go away," complains the disadvantaged client. Likewise the client expects the counselor to take a more active role in problem-solving. "If the counselor cannot solve my problem for me, why should I see him?" is not an uncommon question.

The confronting counselor recognizes these complaints as valid and trys to adjust his own behavior. This adjustment takes the form of pointing out to disadvantaged clients the ways in which the client's behavior contributes to his problems and possible methods and directions for changing that behavior. The counselor is, when possible, willing to go with the client to the source of his problem—confronting, supporting, and offering the client whatever means of direct help that he can.

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resources for practicing counselors
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exemplary practices

Orientation Is Not Just for College Students

Orientation programs have generally been an accepted feature of freshman week at colleges and universities. Such programs are now filtering down to the community college level. But what about the secondary schools of our nation—both junior and senior high schools? Why does the orientation program at this level amount to little more than registration, an occasional tour of the building, and an assembly where school rules are read? Aren't today's secondary students in need of a more personalized orientation to their new schools? Doesn't the bigness of the educational institution into which the student is suddenly thrust demand a personalized program to assist him in making the change from being the "big man" at his former school to being the "low man on the totem pole" at his new, and undoubtedly larger, secondary school?

No doubt some schools are making efforts in this direction, but we have heard of few. Youngsters still face traumatic experiences when they make the change from the comfortable, small, neighborhood school to the seemingly-enormous, impersonal, unfriendly, confusing junior or senior high school. Would you like to do something about it?

The following programs, while designed specifically for college orientation programs, seem easily adaptable to both the junior and senior high school level. These programs are featured, in part, because they require little in the way of extra time or special personnel.

PEER DIRECTED ACTIVITIES

The use of peers is generally quite successful in introducing new students to the school. Students who have recently "been there" themselves certainly find it easier to recognize and respond to the problems and questions of new students than do most adults.

In a peer-directed program, student volunteer leaders meet first with the counseling and teaching staff to discern student needs and to help develop programs. During the orientation period these student leaders serve as advisors to small groups of new students in a ratio of one advisor to five students. Their function is primarily to provide personal support to the incoming students and to direct them to the proper staff members if counseling appears indicated. In the small, personalized groups, these student advisors are in a position to help incoming students feel more comfortable in their new environment.

GETTING ACQUAINTED

There are several ways of incorporating human relations training into an orientation program for new students. Properly handled, these experiences can serve to break the ice for students who are new in the area and do not know anyone or who are generally shy and concerned about being in a strange environment.

If staffing permits, half-day sensitivity experiences can be provided for groups of eight to ten students. These groups, following a leader trained in the method, begin with communication exercises to reduce anxiety levels inherent in the situation. Students and leaders talk about themselves in an effort to make participants, rather than listeners, of the members. Following these exercises in communication, the group holds an informational rap session in which they discuss those matters which new students need to know. The leader can introduce the first topic and assist the group members in discussing it by offering whatever factual information he/she has on the subject—helping the group to formulate conclusions where necessary. A tour of the school grounds is also helpful.

If a large number of trained staff personnel is not available, perhaps your school can locate **one** such person. In this event you can have a lab experience for the entire incoming student group at one time. Here, the leader calls for each person in the group to stand next to a stranger. (This experience works best in a gym or outdoors.) Each student is asked to introduce himself to the person on his right, on his left, in front of him, and behind him. Then the group is asked to mingle, stop, and repeat the process of introductions. Following several such "minglings," the group is asked to stand still, and individuals are told to hold hands with the person to whom each has last introduced himself. Students then form small circles around student leaders previously selected and trained by the group leader. The small groups are encouraged to share their feeling about the experience. Most who have participated in this kind of experience indicate that it was the most valuable part of their entire orientation program and not only made them feel comfortable in the new school but also helped them to make many acquaintances—even friends. If held at the beginning of an orientation program, this experience seems to make the remaining orientation activities—such as group mixers—more enjoyable for all.

These programs provide a brief insight into what can be done on the secondary level to ease the transition of students from the elementary to the

CG 400 047

secondary school. As suggested above, the program requires no facilities beyond those already in use at any school, and it requires a minimum of trained professionals. The programs discussed make use of student volunteers not only because they are an excellent noncost source of assistance but also because they relate well with new students.

References:
Butts, T.A. **New Practices in Student Orientation.** ERIC Counseling and Personnel Services Information Center, University of Michigan, 1971, (in press).
Wigent, P.A. A Student-Directed Orientation Program. **Journal of College Student Personnel,** 1971, 12(5), 370.
Witkin, M.H. A Human Relations Experiment in a Student Orientation Program. **Journal of College Student Personnel,** 1971, 12(5), 372.

research findings

OUT OF THE IVORY TOWER

(Dissertation research)

A. Teachers are biased against the disadvantaged. Howe studied teachers' perceptions of the learning ability of students from different racial and socioeconomic backgrounds and found that teachers felt that white middle-class students had more ability to learn than white lower-class students and that lower-class white students had more ability to learn than lower-class black students.

Dissertation Abstracts International, 31(11), p5847-A •

Comment: The research on the self-fulfilling prophecy clearly indicated that teachers' perceptions of a student's learning ability does affect the student's actual performance.

B. In 1955, Greenspoon startled many by showing to what degree he could induce speakers to use more plural nouns simply by giving some slight "sign of approval" (saying mm-hmm whenever the subject used a plural noun). Such use of reinforcement has been demonstrated frequently since then. In such experiments the person being manipulated is not aware of the influence of the interviewer over him. In a recent experiment, the interviewer's uttering "mmm-hmm" acted as a reward to encourage subjects to use a specific sentence pattern: "She non-aggresive verb him". The technique substantially increased the number of such sentences used by the experimental subjects.

Dissertation Abstracts International, 31(12), p6340-A •

Comment: So we can influence the overt behavior of our client. Do we unknowingly influence his thought processes too by selectively reinforcing our favorite patterns?

C. The personal-social growth of resident college students occurs more rapidly than non-resident students. This conclusion was drawn from a study conducted by Clarence E. Dodgens to determine if resident college students develop psycho-sociological characteristics that differ from those of non-resident students. The psycho-sociological characteristics studied included those considered important for social living and social interaction—such as dominance, capacity for status, sociability, self-acceptance, and responsibility. The findings of the study support the proposition that the psycho-sociological growth does continue during the first two years of college but at a faster rate for resident students than for nonresidents. The growth rate of female students exceeds that of their male counterparts. The author concluded that the campus environment contributes positively to such growth.

Dissertation Abstracts International, 31(12), p6360-A •

Comment: Frequently the student who lacks poise and social skills is encouraged to go to a local college, the assumption being that such students need more time to mature before facing the more demanding environment of a resident college. This study seems to suggest that such students might pick up the social skills more quickly at a resident college.

NOTE: Ordering information for the complete dissertation is given in each issue of Dissertation Abstracts International.

HERE AND THERE

(Funded and private research)

D. GHETTO is a simulation game designed to teach factual information about the conditions faced by the urban poor in the inner city and to produce a more favorable attitude toward poverty. One study using GHETTO indicates that the greatest practical and significant finding was that senior high school students' attitudes after the game were more favorable than before, even though there was no increase in factual information.

ED 039 151 MF$0.65, HC$3.29 •

Comment: Such a game could be of particular value to teachers or counselors in school systems where the students are unfamiliar with the problems faced by those who live in the ghetto and are biased against such people.

E. Six families, three with an adolescent delinquent boy in a correctional institution and three with an adolescent boy having no record of legal difficulties, were asked to rate how the other members of the family felt about certain concepts. Members of families with delinquent sons were less accurate in predicting the feelings of other family members than were families without delinquents. Analysis of communication patterns in the families with delinquent sons indicated that the popular phrase "nobody listens" characterized the family interaction.

ED 050 370 MF-$0.65, HC-$3.29 •

F. Vary the frequency of the rewards and praise you give others and you'll be noticed by them more—and people will work harder at pleasing you. Researchers found that teachers who were less consistent or predictable in their manner of rewarding successes in an anagram task done by students—were perceived by their students as freer. Not only that—students tended to be particularly perceptive of the teachers' dispositional qualities and were, furthermore, somewhat more likely to attempt to please them.

One hundred percent predictability makes one less interesting to others and the motivation induced is far below what one might expect with 40 percent predictability (here, rewarding correct responses only 40 percent of the time). Your freedom, as manifested by a discriminating approach to the use of rewards, encourages people to take a closer look at you.

ED 051 528 MF-$0.65, HC-$3.29 •

Comment: Your counselees will make greater efforts to get to know and please you if you manifest a freer attitude by being more selective regarding the frequency of your use of rewarding responses. If you are pleased and given more attention, won't you be more effective?

NOTE: Ordering information for the ERIC Document Reproduction Service is given elsewhere in this newsletter.

A LITTLE HELP FROM YOUR FRIENDS

(Journal research)

G. What are the chances of a plain-looking girl "catching" a tall, dark, and handsome man? According to a study conducted by student teams who visited public places to observe couples, her chances aren't very good. Researchers found that there was an extraordinarily high degree of similarity in physical attractiveness between dating partners, with no instances of a very attractive person dating one who was on the unattractive side of the scale.

Sexual Behavior, 1(6), p22-25 •

Comment: Beauty may be only skin-deep or only in the eye of the beholder, but whatever and wherever it is, it appears to be a mutual aspect of social dating. While we may need to develop "inner beauty," it appears we cannot neglect the outer self.

H. Parents are not passe! Despite family research to the contrary, they are still the most important transmitters of information, as far as their children are concerned. An interview survey in downtown Madison, Wisconsin, yielded data which shows that this finding holds true across all age groups, although during the adolescent years peer groups do tend to become more important to teenagers than in the early years. However, peer groups do not surpass parents as sources of information for adolescents.

The Journal of School Psychology, 78, p 207-211 •

Comment: Maybe the researchers should spend more effort on seeking out ways of strengthening the family unit rather than looking for reasons for its disintegration.

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References in this publication that have an ED (ERIC Document) number given may be ordered from the ERIC Document Reproduction Service (EDRS). Copies are available in either hard (photo) copy or in microfiche form. To order any of the ED materials, the following information must be furnished.

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Meet Impact

ERIC/CAPS' new magazine, Impact, will make its debut in late October and will herald a new approach in professional literature for counselors.

Each issue will contain one major theme article and three or four special interest articles. Self-tests, games, and inventories will appear on a regular basis. All this, however, is only the start of what Impact offers—in addition there will be sixteen regularly appearing departments. To whet your appetite, a few examples: (1) Underground Soundings—a review of counterculture publications and implications of their viewpoints for counselors; (2) Happenings—a different kind of calendar for counselors; (3) Printout—mini-topical analyses of ERIC documents by ERIC/CAPS subject specialists; (4) Quotes—what people and media are saying that is of import to counselors; and (5) Advocate—Impact's unexpurgated stand on issues of concern to counselors. Impact wants to involve its subscribers, so it will actively and sincerely solicit information and inquiries —but even more, it will sponsor workshops throughout the year. (See details below.)

If the above description still hasn't made you decide to become an Impact subscriber, perhaps a partial listing of the first issue's contents will help.

- An interview with Eli Ginzberg
  Find out why Ginzberg would eliminate elementary school counseling, and why he would like to see counseling moved out of the schools [Ginzberg is the author of the controversial new book, **Career Guidance**]
- White House Conferences: Lessons for Counselors
  A look at the resolutions, the participants and the implications of the Conferences as well as "first-person" accounts from some who were there.
- Rate Your Career Guidance Program
  A checklist for counselors

If you don't want to miss Volume 1, No. 1 of a classic, fill out and mail the form below.

IMPACT WORKSHOP ON CAREER GUIDANCE

A special workshop has been designed by CAPS for the counselor who is interested in using new career guidance resources but has little time to survey what is new and exciting in the field.

The workshop will be packed with many experiences which will acquaint you with different types of career guidance resources and approaches, and which will help you decide which activities you want to use in your own program. Sample workshop activities include: (1) use of the ERIC collection; (2) a resource center featuring new materials; (3) viewing films describing career guidance practices; (4) talking with

☐ Yes. Please send me more information about the **Impact** Workshop.

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C2

people who have developed the materials; (5) hearing student reactions to career guidance services; (6) consulting with workshop staff about your program ideas; (7) planning your own career guidance activities; (8) on-going communication with workshop participants and staff; and information on special topics which you have suggested.

By attending the workshop, you will be able to develop concrete program ideas which you can implement as soon as you return to your school. The **Impact** Workshop on Career Guidance will be held December 3rd and 4th, 1971, in Ann Arbor, Michigan. Fill out the attached form if you are interested in receiving more specific information on the workshop.

Need Information, Try Searchlight

Searchlight is one of Impact's departments. Its focus is to announce and make available focused searches—relevant resources on current topics of high counselor interest. However, because of wide interest in these searches they are being announced simultaneously in Impact and other ERIC/CAPS publications. The first Retrospective Searches are now available. The searches cover materials in **Research in Education** from November, 1966 through June, 1971, **Current Index to Journals in Education** from January, 1969 through June, 1971 and **Dissertation Abstracts** from January, 1968 through June, 1971. Each search will cost $2.00. The following searches are now available:

1R **School Discipline and Student Rights**—the defined civil rights of students at the high school and college level, and recent legal pronouncements. (35 document abstracts retrieved)

2R **Counseling the Pregnant Teenager**—attempts by several school systems to provide medical, psychological and educational support for this population group in order to prevent dropping out of school. (18 document abstracts retrieved)

3R **Articulation**—the mutual relationships for the implementation of long-range educational objectives between: state departments of education and school systems; four-year institutions and two-year institutions; and colleges and secondary schools. (50 document abstracts retrieved)

4R **Counseling for Drug Abuse**—techniques and school programs for education and prevention. (42 document abstracts retrieved)

5R **Counseling for Achievement Motivation**—suggested techniques for use in school and at home to increase levels of motivation. (27 document abstracts retrieved)

6R **Improving Counselor Public Image**—ways in which the profession can involve the community, thereby creating a more favorable counselor image on the part of the public. (28 document abstracts retrieved)

7R **Program Evaluation and Accountability**—methods of program evaluation and the extent to which programs and counselors themselves are effective in contributing to favorable student development. (28 document abstracts retrieved)

8R **Parent Counseling**—ways in which the school can involve the parents in the educational and social development of the child. (34 document abstracts retrieved)

9R **Confidentiality**—the ethics involved in student record keeping and privileged information, together with recent legal decisions in this area affecting the counselor. (27 document abstracts retrieved)

10R **Students as Resources**—different ways in which students can be employed as volunteers in the school and community. (35 document abstracts retrieved)

See the ordering blank on the opposite page.

news

The Law and Student Records

The September 1, 1971 release from the National Association of Secondary School Principals should be of particular interest to school counselors. This memorandum concerns the confidentiality of student records, briefly discussing their present legal status.

The report concludes that "It is doubtful if pupil personnel records can be kept confidential from the pupil and parent if the issue is challenged in the courts. Generally, common law gives persons with 'real interest' the right to inspection. This is particularly true in those states not having legislation establishing matters of confidentiality of student records." School personnel are also warned that as those records become increasingly accessible to students and parents, school authorities are more vulnerable to defamation actions with regard to any statements made about students which relate to their job placement or college acceptance. Furthermore, school personnel can be held accountable for invasion of privacy or for giving the private life of a student any unreasonable publicity.

This report contains an excellent section on implications which suggests an approach school personnel might take to keep them from misusing their student records. Two points stressed in this section are that disciplinary records should be kept separately from academic records and that the "conditions of access to each should be set forth in an explicit policy statement."

Ask your principal for the document. If he doesn't have it, you can get it from the National Association of Secondary School Principals, 1201 Sixteenth St. NW, Washington, D.C. 20036. Ask for "A Legal Memorandum: Concerning the Confidentiality of Pupil School Records."

materials

Do your clients know what values are important to them? Can they use that knowledge to make the decisions with which they must live? If not, you may find help in a program entitled, **The Deciders,** created by the Institute for Staff Development to train teachers, counselors, and administrators to become leaders of teenage discussion groups. Through this program each leader learns how to help adolescents improve their decision making skills by analyzing issues of concern to them—such as those related to dating, drug use, and race relations. These trained leaders then meet with teenagers in a series of sessions in which they examine the conflicting forces that influence their behavior, analyze the values involved, and learn more effective ways to resolve the conflicts.

Institute for Staff Development
1020 Corp Way, Suite 101
Palo Alto, California 94303.

caps survey: *Who's On The Razor's Edge*

ERIC/CAPS staff members have recently been impressed with the degree of counselor involvement in programs designed to provide information and/or personal assistance in such sensitive areas as sex, drugs, and race relations. We wondered if those people who write and attend conferences are exceptional or if counselors are generally active in these areas which create so much concern and disagreement in contemporary society. A small, randomly selected sample of secondary school counselors across the country were asked what counseling they were doing in these areas: sex related counseling, drug related counseling, and race relations. We also explored what opportunities exist for counselors to develop programmatic responses to problems in these areas.

Responses varied considerably—the most touchy area for counselors seemed to be sex-related counseling. It was somewhat unfortunate that our first questions were related to sex, for questions about that topic seemed to turn some people off.

One counselor told the interviewer that he did not care who was calling, he would not discuss such subjects. "Taking such surveys" he said, "could not help him fulfill the duties of his profession." Another counselor, after initially agreeing to participate in the interview, claimed that he really could not answer our first question—"What do you say to a pregnant teenager?"—for such questions were "far too personal" and he asked not to be included in our survey. Most counselors, however, reacted more positively.

When faced with a pregnant teenage client, counselors were involved primarily in helping parents accept the news and in having the client recognize that marriage is not always the best course of action. Abortion, however, was not seen by the counselor as one of the alternatives to marriage. Counselors reported that they worked with other school personnel, with parents, and with other agencies to help the client face the difficulties imposed by an unwanted pregnancy.

The majority of counselors interviewed wished to avoid dealing at all with abortion. To quote one person, "I wouldn't touch that topic with a ten foot pole." Other counselors indicated that they did not discuss abortions with clients because of legal statutes and religious convictions (their own and those of others). Counselors also did not give clients information about birth control. One counselor said that if asked for such information, he would not give it, but he would refer the student to the school nurse.

Venereal disease was accepted by counselors as an area which would be of concern to them, but no counselor in our survey was involved in conducting an educational program concerning venereal disease. All counselors were very much concerned with seeing that any client with a venereal disease would get proper treatment and indicated that if faced with such a client they would work toward that goal.

Counselors were generally ambivalent in their responses to the questions regarding their role in dealing with sexual issues. Most felt that they lacked the necessary training and the legal or administrative support to deal with these issues in any programmatic way. Sexual issues were further complicated by the conflicting moral and religious convictions of the community at large; counselors did not feel that they were the people who should be initiating programs in areas relating to abortion, birth control, or venereal disease. It was not so much that they did not want to do something, but they felt prevented from doing anything because of lack of training, information, and norms to support such activity on their part.

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The counselor's responses to our questions about drugs indicated that all the counselors in our survey talk with students about drugs. Though few counselors were actually involved in a drug education program (we found only one counselor in our sample), most reported that their schools either had such a program or used a program sponsored by some other agency. Counselors felt that they generally were not effective in drug counseling and that little could be done about the drug problem by people within the school system. One counselor said it this way, "Drugs are and will continue to be a part of society. There just isn't much one individual can do."

Counselors frequently expressed a desire to do something but reported that they were at a loss to know how to help. One counselor enlists a drug-user's peers to encourage the drug-user to trust him and to help convince the drug-user that he has the personal strengths to face life without drugs. He also reported that he used the peers to help him evaluate the user. "The drug-user's peers," he said, "can accurately tell me how 'strung-out' the user is and what kind of help he needs."

Counselors also recognized the distinction between types of drugs and, as expected, are much more concerned about hard than soft drugs in that hard drugs require more immediate action. Counselors feel that heroin users who are motivated to get off heroin should be referred to immediate treatment at a drug center with a medical staff. In the case of a high school youngster, a parent has to sign for him. Thus, the urgency becomes two-fold: to get the best help and to get the youth to permit the counselor to elicit family support.

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We suspect that our sample must have been biased, for the counselors we talked to were not doing much programmatically to encourage better race relations. Only one counselor reported any special program or efforts in this area, **and** it was the same counselor who reported initiating a drug education program. The counselors with whom we talked indicated that they frequently discussed race relations with students on an individual basis. These discussions were usually with minority students who were experiencing self concept problems and with racially prejudiced young people whose family and background experiences encouraged the acceptance of such attitudes.

Most counselors felt that on a one-to-one basis they were somewhat effective in dealing with all three of the topics in our survey. Counselors who felt somewhat ineffective reason that their duties do not permit time to do counseling in these areas and/or that they had little training or experience in handling these issues with young people.

In terms of developing any integrated programmatic efforts, all counselors felt inadequately prepared and felt that they did not have the support or authority to initiate programs in these areas. Also counselors felt that no effective programs were available to serve as models, and that these problem areas were too complicated, widespread, and emotion laden for one person to accomplish much in the schools without community support. Counselors felt inadequate not only to the task, but more immediately and possibly more importantly, to the politics of organizing any program in these areas.

We found that administrative climate was the major political determinate of counselor behavior in these areas. Counselors who felt their administrators were supportive say that they can do what they think is best "without jeopardizing the job or the school" and that they are free to refer out when the problem is greater than a school counselor can handle. The counselors who did not feel their administrators were supportive said that they must report weekly to an administrator, that the school policy is to do educational not personal counseling, and that the school is viewed by administration as "solely an instructional facility."

There was a correlation in our sample between the degree of control the counselor felt the administrator exerted and the counselor's perceived freedom to do anything in the areas of sex, drug, or race related counseling: When more control is exerted by administrations, less counseling is done in these areas.

Though counselors were not in agreement about which of the areas discussed should be part of their programmatic responsibilities, they usually recognized the areas as being ones where programs were needed.

Our conclusions after talking to practicing counselors is that it is questionable how many can tolerate the very realistic risks taken when one chooses to be on the razor's edge and that anyone who ventures out there must have a combination of real expertise and support that is not presently available to counselors in the schools. Furthermore, counselors are more often trained to be conciliators rather than innovators and the former role does not prepare them to deal with the political pressures inherent in solving societal problems, nor does it prepare them to take stands on explosive issues.

Perhaps the most gratifying finding in this survey is that it was the practicing counselors themselves who pointed out their own inadequacies, who openly expressed real concerns, and who were anxious to develop new skills to cope with such problem areas.

more exemplary practices

Helping Parents to Help Their Child

In increasing numbers parents are becoming helpful as therapeutic agents in changing the behavior of their children. A unique opportunity for the therapist to work with the family exists in altering undesirable behavior associated with school phobia, and it requires minimal time expenditure on the part of the counselor.

The following is a treatment program involving a 13-year-old girl who developed a fear of school following a summer camp experience during which she became very homesick and introverted. When she entered the eighth grade in the fall, she developed severe school phobia and eventually missed 80 consecutive school days. Her parents were unwittingly reinforcing her behavior by removing her from the scene of her anxiety.

The therapist decided to try an instrumental approach in an effort to reshape her behavior. The parents consulted with the therapist and learned how they had inadvertently been contributing to their daughter's phobic behavior. They also learned the role they would be playing in her conditioning by a gradual reversal of their previous reinforcement practices (removing the girl from the school when she felt threatened, or permitting her to remain at home if she felt anxious). A series of behavior-shaping, school approach hierarchies were constructed. They ranged from a brief visit to the grounds of the school (after school hours) to full-day class attendance. Divided into day-by-day activities and spread over a three week treatment period, the activities were as follows:

First Week

1. Walk around school, after classes are dismissed, 15 minutes, accompanied by parents.
2. Same as 1, alone.
3. Same as 1, 30 minutes.
4. Same as 1, 30 minutes, alone.
5. Same as 1, 60 minutes, alone.

Second Week

6. Walk around school while classes in session for 30 minutes, accompanied by parents.
7. Same as 6, alone.
8. Same as 6, 60 minutes, alone.
9. Attend first class period (60 minutes) with parent in hall.
10. Same as 9, parent in car.

Third Week

11. Attend first class period (60 minutes), parent gone.
12. Attend class period alone (60 minutes).
13. Attend 3 class periods alone (180 minutes).
14. Attend class all morning.
15. Attend class all day.

The parents were instructed to require their daughter to achieve some success each day and to praise her verbally and give her extra privileges for successful behavior. Subsequent telephone conversations between the therapist and the family indicated progress—slow at first but increasing by the end of the second week. At the end of the third week, the girl had begun to attend class and seemed free of anxiety. A follow up phone call at the end of four weeks indicated that attendance was regular, and the anxiety gone.

While it is unwise to generalize from a single case study, the findings do indicate that it is feasible to: (1) reduce school phobia to the point where both child and family are functioning normally; (2) enlist the aid of the parents and, at the same time, provide them with alternatives to their own inappropriate behaviors; and (3) free the therapist to utilize his/her time elsewhere by structuring the modification techniques to make therapists of both the student and the parents.

Reference:
Tahmisian, J.A. & McReynolds, W.T. Use of Parents as Behavioral Engineers in the Treatment of a School Phobic Girl. **Journal of Counseling Psychology,** 1971, 18(3), 225-228.

COMMENT: The technique described here by McReynolds and Tahmisian is certainly one which counselors could use to help students deal with their fears of particular situations—the boy who is afraid of girls, the girl who is afraid of boys, the student who is too shy to meet others, the child who is afraid to speak in class, etc.

The counselor, too, can enlist the aid of parents, teachers, and other students when designing such a program for any given student.

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Communique
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The School of Education
The University of Michigan
Ann Arbor, Michigan 48104

FIRST CLASS POSTAGE

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communique

resources for practicing counselors

December 1971 Number 4

exemplary practices

Telling Others What You Do

Immediately after training, counselors are usually excited about getting into the schools and counseling students. However, too often they soon become frustrated because others in the school, such as administrators, parents, teachers and even students, are not aware of the types of services which counselors can provide. An ongoing problem of any profession is communicating their role to others. During the fall of 1967 the American School Counselor Association's Committee on Counselor Role Implementation conducted a nationwide survey to identify the various ways in which counselors were communicating their role to others. A monograph presenting some of the most promising approaches to communicating counselor role has been developed as a result of this study. These approaches are categorized according to the four major groups with whom counselors must explain their role: (1) administrators and school boards, (2) parents and the community at large, (3) pupils, and (4) teachers.

CG 400 847

Communicating with Administrators and School Boards

As most counselors realize, this is an important group since counselors are largely dependent on them for funding and for program approval. Some activities include:

—A "round table" discussion between counselors and administrators was held every other week during the school year. Emphasis during the discussion was focused on expectations and responsibilities of the counselor. Principals expressed their viewpoints of counselor role and the counselors helped to clarify "gray" areas. These discussions resulted in better communication between counselors and administrators, a more favorable administration view of counseling, and greater support of the principal in communicating counselor role to teachers.

—A counseling department staff was requested by the assistant principal to assist in student discipline. The counselors felt that this activity was not compatible with their desired role. Rather than simply refusing, they conducted a thorough search of the literature to find support for their position. They then presented this information to the assistant principal and he was willing to accept the counselors' position.

—Another school developed a Q-sort based on 50 items that are typical tasks of the counselor as developed by the American Personnel and Guidance Association. Both the counselors and administrators then sorted these items in terms of the way they would ideally see the counselor functioning. After the items had been sorted, counselors and administrators discussed differences in the way they viewed counselor role. (These materials are available for $.50 from the Guidance Department, Forest View High School, 2121 South Goebert Road, Arlington Heights, IL 60005.)

Communicating with Parents and Community-At-Large

The findings of this survey suggest there are several different types of approaches in use for communicating the counselor role to parents and the community-at-large. In general, these approaches either rely on video assistance or role playing if the audience is large, or audience involvement if the group is small. Some activities used with this group include:

—One school in Oregon developed a 30-minute presentation incorporating 100 colored slides with taped narration plus musical accents giving the facts and philosophy of the guidance department to the parents of students who would be entering junior high school. Presented was basic information including a description of the junior high school curriculum, of school related activities which students encounter during junior high school. This presentation was used with either small or large groups of parents. It was most effective when the setting was informal with refreshments served and when an opportunity for open discussion followed the presentation. (Copies of the audiovisual composition for this presentation are available for $.50 from the Guidance Department, School District 4J, Eugene, Oregon 97401.)

—Another school communicated the nature of counselor role to parents through the use of a series of brief role playing skits involving counselor conferences with students on a variety of issues. These were performed on a stage with a spotlight fading in and out of the various role playing scenes. Following the presentation, there was a discussion which centered on counselor role. Topics included: career planning, special education, poor achievement, conflict with a teacher, and quitting school. Results of this session were increased demand from parents for more counselors, greater appreciation of the potential contributions of the counselor to the educational program, and greater respect for the skills and knowledge required of counselors.

—Another successful approach centered on meeting parents in homes rather than in the school setting. PTA chairmen contacted mothers who were willing to volunteer their homes for group meetings. The principal, counselors and/or department chairmen, attended these groups to discuss programs in the school and answer questions about individual children when requested. Parents were then invited to come to school for further discussions. Six to twelve parents usually attended each meeting. Chairs were arranged in an informal circle, introductions were made and questions were discussed and answered. One meeting was devoted to showing a film on drug use and the film was used as a discussion point.

Communicating with Students

Counselors probably spend more time communicating their role to students than to any other single group. Usually, a major function of the guidance department is to provide some type of orientation to students both to the nature of the school in general and to the nature of the guidance program. The following are some of the activities used with students:

—In one school, the counselors saw all seventh graders in groups of six. These small groups focused on discussing the role of the counselor as seen by the pupils and clarification of counselor role by the counselor. Also, discussed were school policies concerning counseling services, and problems which students had already experienced since entering school. Students were given the opportunity for individual follow up with the counselor, if desired. As a result of these group sessions, students felt freer to see the counselor both because they had met him before and because they understood that he was interested in any problem which they might have.

—The Minnesota Department of Education has developed a booklet entitled, "Counseling Is . . . ," which communicates counselor role. The booklet uses mainly cartoons to explain a few things about what counseling is and what it attempts to do for pupils. The booklet is general enough to be used by counselors throughout the country not only with students but also with parents, teachers, and administrators. (Single copies of the booklet are available from the Director of Pupil Personnel Services Section, Minnesota Department of Education, St. Paul, MN 55101.)

Communicating with Teachers

Counselors seem to recognize the importance of communicating with teachers about counselor role. The most frequently used approaches to communicating with teachers were through group discussions or through specially prepared written materials. Some specific activities included:

—A guidance newsletter was started by one school to keep teachers abreast of the activities going on in the guidance department and to fill a gap in the understanding between teachers and the guidance office. The main objective of the newsletter was to keep communication open between faculty and the guidance office, to acquaint new staff with guidance procedures, and to keep all staff up to date on current activities in the department.

—Another school system developed guidance handbooks for teachers at three levels: elementary, junior high and senior high. These three handbooks were developed by a committee comprised of administrators, teachers, and counselors. As a result of using the handbooks, teachers seemed to better understand the guidance department and to initiate more contacts with counselors. (The three handbooks are available at $1.00 each from Supervisor of Guidance, Hamilton County Board of Education, 325 East Central Parkway, Cincinnati, OH 45202.)

—Several schools have utilized publications developed by the American Personnel and Guidance Association when communicating with teachers about counselor role. Three publications which are useful are: (1) "The Role of the Secondary School Counselor" [25 for $.75]; (2) "Teachers and Counselors Work Together" [15 for $1.00]; and (3) "The Teacher Looks at Guidance" [$.50 each with discounts for quantity purchase). (These are available from APGA Publication Sales, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009.)

The preceding is merely a sampling of various methods currently being used by counselors around the country to communicate their role to others. The complete report of the ASCA Committee on Counselor Role Implementation presents a number of other activities currently being used. The complete report entitled, "Promising Practices in School Counselor Role Communication," is available from the Wisconsin Department of Public Instruction, Madison, Wisconsin, Bulletin No. 478, August, 1970.

research findings

HERE AND THERE

(Funded and private research)

A. Viewing "erotic films" does not increase sexual activity. This was one of the major findings reported in a study conducted at the Veterans Administration Hospital, Palo Alto, California, for the Commission on Obscenity and Pornography. The purpose of this project was to evaluate the degree to which the viewing of explicitly erotic films affected the sexual and marital interactions of a number of married couples. Eighty-three couples, married at least ten years, were recruited by advertisements in a daily newspaper, the **Palo Alto Times.** The ad requested paid volunteers for participation in a twelve-week "survey of marital behavior." The subjects ranged in age from 30 to 64 years and the median length of marriage was 17.5 years. The males were drawn predominantly from white-collar and professional occupations with educational levels and economic status ranging above the average for the general population.

All the subjects first completed an assessment battery, and for the remaining 12 weeks, 68 of the married couples were required to complete comprehensive daily questionnaires covering sexual and other marital interactions occurring during the preceding 24-hour period. The remaining 15 couples completed pre- and post-experimental assessment batteries. Of the 68 couples completing daily questionnaires, a randomly selected number attended four sessions of "stag" films at weekly intervals, while the remaining couples attended four comparable sessions at which non-erotic films were shown. The results of this study were quite surprising. An analysis of the 12-week questionnaire responses revealed that sexual activity had reached its peak of frequency and variety for all groups in the four weeks preceding the showing of the films.

At the end of the experiment, a questionnaire was administered to all the subjects asking them to report major changes which they perceived as having occurred in their marital relationship as a result of participation in the study. It is interesting to note that the daily questionnaire was rated by the couples as more powerful than the films in influencing their marital relationship. The authors suggest that while this study fails to support the widely-held assumption about the potent effect of sexy movies on human behavior, it suggests that filling out a daily questionnaire **can** have a tremendous impact on behavior.

Speech presented at Western Psychological Association
April 1971. Sheldon Starr and Jay Mann
Veteran's Administration Hospital, Palo Alto, California●

Comment: Counselors interested in providing clients with more feedback might consider using daily questionnaires for this purpose. Questionnaires are easy to design and provide an empirical measure for the client to consistently evaluate his behavior—once more, the daily exercise of filling out a questionnaire is apparently a more powerful influence than one might suppose.

A LITTLE HELP FROM YOUR FRIENDS

(Journal research)

B. Is the current "generation gap" myth or reality? In an attempt to answer this question, a study was conducted at Macalester College, St. Paul, Minnesota, in which a random sample of 31 men and 28 women—approximately 10 percent of the 627 new freshmen—were interviewed in the fall of 1968 and again in the spring of 1969. The sample came from large, relatively affluent families that were largely unbroken by death or divorce. The focus of the study was an attempt to explore the students relationships with their parents. In general, students described their parents favorably and enthusiastically. About half the students reported that they usually discussed important matters with their parents. The major areas of conflict between students and their parents were religion, politics, and sex. Most students felt that they were different from their parents in beliefs, values, goals, or life styles. They frequently claimed to be more liberal and less materialistic and to have a more casual way of living.

The Personnel and Guidance Journal, 49(10), p821-826●

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C. Rewards do work—at least for improving classroom behaviors. Research carried out among children having specific learning or neurological deficits in a Learning Disabilities Center in Richmond, Virginia, indicates that behavior conditioning can be accomplished by means of a token reinforcement procedure carried out within the regular classroom. While this technique was effective on behavioral "problems," it had no effect on academic performance of the pupils involved.

Psychology in the Schools, 8(3), p 285-289●

Comment: While it would certainly be great if such a procedure would positively affect both behavior and performance, we are glad to find something so simple to be effective with behavior problems. If we don't have to spend so much time on discipline, we can continue to look for ways to improve performance.

D. Are you sure your pupils are hearing what you are saying? In an effort to find out whether or not they do, two experiments were conducted with both first graders and fifth graders to assess the effects of varied feedback conditions on learning performance. It was found that the type of feedback was a central factor affecting understanding, with the older children performing better under identical feedback conditions.

Merrill-Palmer Quarterly, 17(3), p243-250●

Comment: While you may always know what you are saying, you'd better check with your audience to be sure they know—and the younger they are, the more often you need to check!

E. Paying college underachievers to attend group counseling resulted in significant improvement in their academic performance. This was the finding reported in a study conducted at Temple University, Philadelphia. The purpose of this study was to investigate several methods of preventing academic underachievement among students identified by test scores as impulsive. In the context of this study, underachievement among impulsive students was attributed to a restless, sensation-seeking style of life which was assumed to interfere with day-to-day diligence in academic matters. Impulsive students who were paid to attend weekly group counseling improved their academic performance more than a control group that received no remuneration. Surprisingly, the influence of counseling sessions persisted beyond the counseling period. It was suggested that paid students had a vested interest in the counseling sessions and thus attended sessions regularly and interacted with enthusiasm.

Journal of Consulting and Clinical Psychology, 36(1), p53-60●

F. If you want one or two drinks tonight before dinner, go ahead and enjoy them. As part of a larger longitudinal of the lives of 100 women, drinking patterns were analyzed. Data on these women were collected for over thirty years, thus comparisons could be made from adolescent (junior high school) behavior to adult behavior. Women were classified into one of five categories according to their adult drinking behavior: problem drinker, heavy drinker, moderate drinker, light drinker, and abstainer.

One unexpected finding was that when groups were compared, women problem drinkers and abstainers were more similar than any other two groups. Abstainers and problem drinkers were more self-defeating, vulnerable, pessimistic, withdrawn, and guilt ridden than drinkers in the three middle categories. They also had fewer interests, lower aspiration levels, and were less independent than "normal" drinkers. Six independent judges also interviewed all the women and found abstainers and heavy drinkers more sensitive to criticism, more judgmental, more distrustful, less charming, and less generous than the women in the other three categories. Review of the data showed that abstainers and problem drinkers presented similar characteristics even in junior high school. Abstainers differed from problem drinkers in that they were more responsible, conventional, consistent, ethical, and emotionally controlled. Abstainers also had frequently had during adolescence a parent who was a problem drinker. The moderate drinkers were relatively free of the negative characteristics associated with the problem drinker or the abstainer.

Journal of Consulting and Clinical Psychology, 36(1), pp61-69●

G. Counseling is more effective with "self-referral" students than with "other-referred" students. The purpose of a study conducted at the University of Denver was to determine the extent to which counseling services should actively engage administration and faculty participation in referring students for counseling. The approach to this problem was to investigate the relative effectiveness of counseling on a group of self-referred students and a group of other-referred students. The two areas measured were rate of graduation and grade-point average.

It was found that students undertaking counseling on their own initiative graduated in significantly higher numbers and maintained higher grade-point averages than did those students who were referred for counseling. The author stated that apparently students receiving counseling at their own discretion were somehow more persistent in pursuing their educational goals to their conclusion than were students who were referred to the counseling services. The author concluded that counseling appears to be more beneficial in terms of the improvement of scholastic achievement and the attainment of educational goals to those students who utilized the counseling services at their own initiative.

Journal of Counseling Psychology, 18(1), pp22-25●

Comment: This study indicates that there is a definite need for counseling centers to develop a program which combines student faculty orientation with a public relations approach.

PUTTING THE PIECES TOGETHER

(Summaries)

H. Joel W. Goldstein, a social psychologist at Carnegie-Mellon University in Pittsburgh, has been involved in a continuing research project on students and their uses of drugs. His findings and those of other researchers are in agreement with one another; however, the findings tend to contradict the stereotypical picture of the drug user or nonuser. A summary of his results follows:

Getting High in High School: The Meaning of Adolescent Drug Use

If we compare users of marijuana with nonusers, the following pattern emerges: marijuana users are more likely to be from urban or suburban communities, to have better educated parents, and to have a higher family income. They are more likely to come from a family with little or no emphasis on formal religion than they are to come from a highly religious family or to have a Catholic background. Marijuana users are more often liberal politically. They are more likely to believe that marijuana is not physiologically addictive and that it does not create bodily needs which drive people to use LSD or heroin or to criminal activity. (Social pressure to use LSD is acknowledged by marijuana users.) Marijuana users are more likely to feel that marijuana laws are too harsh and to estimate higher numbers of others who have used marijuana. Though there is a tendency for the users of marijuana to prefer the humanities or fine arts to other academic fields when compared with nonusers, no clear cut relationships have been found between marijuana use and the sex of the person, the grades earned in school, or the frequency of participation in extracurricular activities.

Marijuana, amphetamine, and alcohol users were compared to their respective nonusers on the 18 scales of the California Psychological Inventory and on the six scales of the Allport-Vernon-Lindzey Study of Values. Users score in the direction of greater poise, but lower sense of well being, are more nonconforming, more critical, more impulsive, more self-centered, less oriented toward achievement by conformity, more insecure, more pessimistic about their occupational futures, more disorganized under stress, more flexible in thinking, more rebellious toward rules and conventions, more inclined toward aesthetic and social values and less toward economic, political, and religious values on the Allport-Vernon-Lindzey, than are nonusers. There was no significant difference on the theoretical scale. It is interesting that the single difference between users and nonusers, which did not appear in the same direction for these three substances when compared on these 24 scales, was a reversal on the political value scale for alcohol users: alcohol users are more concerned with power issues, while marijuana and amphetamine users are less concerned with power issues than were nonusers of these drugs.

CORRECTION

In the last issue of Communique, the cost of Searchlight packets was listed as $2.00. The cost is $1.00 per packet. Please make note of this error in placing your orders.

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Marijuana: Usage Patterns, Social Relationships and Attitudes

Most marijuana users intended to use marijuana again but did not plan to use LSD or heroin. Typically, they were introduced to the drug by a close friend of the same sex and they had used marijuana the first time with one or two peers present. Of the 17 drugs included in this study, marijuana was usually the fourth or fifth used in the respondent's life—being preceded by beer, hard liquor, tobacco, and sometimes No-Doze. The most frequently mentioned reasons for using marijuana were "to get high," "to feel good," "to satisfy my curiosity," and "to explore my inner self." Most students either reported that the drug had a beneficial effect or that it had no particular effects good or bad. Those students who had stopped using marijuana indicated that they had done so because they no longer wished to experience the drug's effects or because using the drug was illegal; however, a significant minority of one-time users reported a negative personal experience as their reason for not continuing the use of marijuana.

The data on hand suggest the following as the briefest adequate representation of usage: The person has a desire to change the way he feels. He believes that drugs can bring about such changes. He is relatively free from restraints against using drugs to do this. Finally, a usage opportunity occurs (or is sought). Note that desiring to alter the way one feels is in no sense an inherently pathological desire. We all have such desires and often do use psychoactive drugs as one means of accomplishing this: adults typically use the xanthines (coffee, tea, cola, cocoa), alcohol, tobacco, tranquilizers, barbiturates, or the amphetamines.

It is possible to argue at great length whether this "desire to change" motivation is "positive" or "negative," whether it is primarily a desire to move "toward" or "away" from some new mood or state. It should be obvious that these motives vary from person to person and from time to time within the same person. The personality data from drug using young people indicate that they have some characteristics which might be labeled "negative" such as insecurity, pessimism, cynicism, and alienation from societal standards. It is necessary, however, to ask whether it is the individual or the setting in which he finds himself which most bears changing. This is as much (or more) a moral-ethical issue as it is a scientific or medical one. In some cases the message is clear; a person is saying literally, "I do not like the way I am and I want to change myself;" at other times a person is saying, "I do not like the situation in which I find myself and I want to change myself."

The desire to change may not stem from any especially noxious state of oneself or of one's situation —in fact, it may rarely stem from such strong motives, since the vast majority of drug users are able to function quite well in society. It may stem simply from a desire to feel better than when in the non-drug state. We must be alert to prejudices against people feeling better by means of drugs; note the issue is confused, not clarified, when certain drugs are made illegal while others are approved for this purpose without medical or pharmacological consistency.

Drug Use, Adolescence, and the School

Immediately there will be concern for the effects of psychoactive drug usage among the young, especially those in adolescence. Concern is justified, for data on the role of such usage in the lives of adolescents is rare. Some young people, and increasingly more of them, do cause themselves serious damage with some psychoactive drugs. In such cases, of course, medical treatment and even hospitalization may be necessary. In other cases, where the use is not merely recreational but is a means of withdrawing from the world or of obtaining acceptance from peers, it should be just as clear that the drug itself is not the primary problem.

theory in the vernacular

A Rationale for Draft Counseling

A young man's response to his military obligation, lottery or no lottery, affects every other decision he makes and choice he has. He is likely to face the draft with anxiety and anguish largely because of lack of information regarding his rights, alternatives, and obligations; because of classification and procedural errors known to occur in draft boards; or because he feels helpless. Typically the poor, less educated, working class youth—especially black youth—find deferments difficult to obtain. Many counselors have considered draft counseling unpatriotic, illegal, unprofessional, or unnecessary, **but** draft counseling is not synonymous with draft evasion. The moral ambiguities many youth experience, the conflicts public attitudes about manliness and courage inspire in young men, and the lack of family understanding are legitimate counseling concerns.

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Someone is always telling me, "It takes all kinds" —the philosophic explanation of any given situation or behavior. Now, the simple truth is that it does not take all kinds: We just happen to have all kinds.

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caps survey: *What Pleases Counselors*

Communique staff members decided this month to conduct a different kind of survey. We wondered what practicing counselors find most rewarding in their school situations. We randomly chose several schools and asked one counselor in each school to answer this question: "In your work as a counselor what has been your most satisfying experience?" Here are the answers we received:

—"A young man walked out of his classroom horsing around. Not having any place to go, he walked into my office and described his whole world as falling apart around him. I was able to help him get through one situation, look at what happened, and help him work it out. From there, he was able to contain himself much better. Since he has so often seen his mother walk out of situations, I tried to help him see that there are other solutions."

—"I have many students who want to drop classes and it is a rewarding experience when a student faces the problem, learns that he **can** get along in the class, and decides that he doesn't really need to transfer."

—"I enjoy counseling students who show emotional disturbances —helping those who need it—this includes referring them to other agencies, also."

—"We have many transient students here because service families move often with the armed forces. This adds a cosmopolitan atmosphere to our community. It is very satisfying to help them adjust to a new environment."

—"It's great to see our young people more interested in education and learning this year than in previous years!"

—"For two years, I've counseled with a student who did nothing academically. Now he's really going places. All that talking about self-image is paying off!"

—"You catch me off guard, but I personally find it most satisfying to get seniors ready for their educational future whatever and wherever that future leads them."

—"The most excitement I've had around here this year is working with ten National Merit finalists. That's a high point."

—"It's personally great to share the excitement of my seniors as they get accepted by a college."

—"Since scholarships funds have become limited, I was thrilled when I found money for a youngster who I know couldn't go to college without some assistance."

—"Last week I helped a young man find a job that relates to what he wants to do. We have started a new vocational program here that lets kids get credits and released school time for a job that can be coordinated with school work. This young man wanted to drop out before this happened."

—"I participated in a federally funded workshop this summer to plan and prepare a new program of occupational guidance. The workshop was held at one of our two Technical and Career Centers. All the counselors who attended had really valuable, on-site experience of what's happening in our school district in terms of job-training and job-availability. Teenagers will learn about available jobs and training through a unit planned in both the English and social studies curricula. The counselors who attended the workshop will coordinate these events."

—"My most satisfying experience this year has been the distinctly improved relationships between counselors and our black students. We have been working with black liaison people for three years. Each year the relationship has gotten better, till now black students seek counselor help on their own."

—"In our school there is no counselor. The principal does everything."

—"Our counselors are members of the city's branch chapter of the state's Personnel and Guidance Association. The state association is implementing this year, for the first time, a new program involving community people in helping young people. This is the state association's attempt to have more grass roots involvement throughout the community. We all then know each other and work together. We meet in different places at different times with different groups. To me, it's the only way we will ever cover the need!"

—"It's great how many kids who were reluctant before are now coming in for help."

—"I find it most satisfying to work with students individually and see them achieve and find satisfying solutions to personal problems. A sophomore girl whom I've been seeing had very little chance of achieving. She had many frustrating experiences, a difficult home. But she did get through school and will graduate."

—"I helped a former high school drop out to reconsider going to school. He has reentered and is doing a great job.!"

—"I enjoy helping kids get the classes they want. I feel schools should provide as many alternatives to young people as possible. We need to keep offering new, innovative opportunities in addition to the traditional methods of education."

—"Most of what I've done is scheduling and working with those kinds of problems."

—"I've been so busy, I just don't know."

Conclusions: One of the most interesting findings in this sample was that when answering our question, almost all of the counselors interviewed described experiences they had had of a personal interaction with a student. Most counselors seemed to feel that a particularly meaningful experience is a personal relationship with a young person which encourages his constructive growth and development. This relationship was seen by several counselors to involve long term personal counseling, two years in one case cited.

Only a few counselors felt their rewards were coming from their influence at a programmatic or administrative level—state changes in the approach to helping people, vocational and occupational guidance programs. Whether counselors feel that they should or could exert influence in a broad way as opposed to, or in addition to, a more personal, individually-oriented way is still a major professional issue and perhaps the most basic one in determining the future role that counselors will be taking in schools and other institutions. Looking at the sources of counselors' rewards gives us some idea of where counselors are now. We invite our readers to consider again the question, "Where are counselors going?"

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January 1972 Number 5

exemplary practices

Courtesy in the Elementary School

Concerned about the discourteous behavior of their upper elementary school pupils in the classrooms, the halls, the lunchroom, and the school bus—teachers sought assistance from the school counselor. The counselor, after giving much thought to the problem, helped the staff initiate a program which enabled the fifth and sixth graders to learn courtesy by teaching it to the younger children. A guidance period was set aside each week and during this time the older children would discuss various aspects of courtesy and ways in which they might present a lesson, either singly or in small groups, to the younger grades. Their "teaching techniques" involved the use of role playing, puppets, homemade movies, and posters. Those who did not wish to participate actively in presenting a lesson were encouraged to spend their time making and hanging courtesy posters around the school. The teachers and the counselor worked with the pupils to prepare the lessons. The teachers of the younger children set aside ten minutes each Friday for the presentation of the courtesy lesson.

In addition to the preparation and presentation of courtesy lessons, all youngsters and teachers were asked to take note of particularly courteous behavior during each day and to report it to their classroom teachers, who in turn, would report to the principal. Each morning, following his general announcements on the public address system, the principal would recount all reported instances of good behavior. The airing of names before the entire school did a great deal to make the program work. On a weekly basis, teachers of the fifth and sixth graders noted several children who had shown particularly courteous behavior. Pictures were taken of those youngsters and were posted prominently in the school.

The "courtesy unit" proved very successful, indicating that when one looks for positive behavior and rewards it, one finds more people behaving in the desired manner.

This approach to behavior change is probably best suited to the elementary level. The technique is simple, inexpensive, non-time-consuming, and requires no additional personnel. Not only is the program able to improve behaviors among the target group of upper elementary students, but it also exposes the younger pupils to the concepts of courteous behaviors through direct contact with their older peers.

Elementary School Guidance and Counseling, 6 (1) p63-64 •

A Personal Approach to Career Exploration

Practicing counselors, have you ever been faced with the problem of providing a student with an on-the-job description of a specific career? Well, no one expects you to know all there is to know about any given career, and we realize that it is next to impossible to keep occupational information files up-to-date. However, one career exploration technique that minimizes cost, is easy to employ, and offers that "personal touch" has been used with great success.

Community members can be an excellent referral source in the vocational counseling process. A college counselor recently developed a card file of community members who represented a wide cross section of specific careers. He did this by first acquiring lists of alumni who were living in the college community and then sent a brief questionnaire to these individuals asking whether they would be interested in talking with any students during the year about their particular job. The major focus of this approach was to provide the student with the opportunity to talk to someone about the "nuts and bolts" issues related to a specific occupation. In essence, this approach gives the student an opportunity to talk to a doctor, a teacher, a plumber, or some other qualified expert about specific concerns not dealt with in a career planning manual or career counseling session. It should be emphasized that this technique is not limited to the college setting but is equally valuable and practical at all educational levels. The telephone directory, the local chamber of commerce membership listings, and the local union membership directories are all excellent sources for the junior or senior high school counselor as he develops his card file.

This career exploration approach may be best suited for the small community, but it can be adapted to the larger community. This technique also suggests a needed focus that is frequently neglected—the involvement of community members in the educational and career planning process. In the future when a student asks, "What is it really like to be an electrician?", you can say. "Why don't you call Mr. X for an appointment? He will be happy to tell you what it is all about!" This technique not only provides the student with current, firsthand vocational information and personnel attention but also makes Mr. X feel important.

CG 400 041

Reaching Out to the People

Attention community college counselors! It's time to go where the people are. Theoretically, higher education is available to all people through the community college and its people-oriented programs. However, many people do not seek higher education who could benefit from its services. These individuals simply are not aware of the opportunities the community college has to offer in terms of vocational training and job placement.

An experimental counseling program sponsored by the Dallas Junior College District has proven an effective means of reaching people who would not ordinarily consider higher education for themselves. A mobile counseling unit, staffed with three full time counselors, moved its educational services directly into the target area. The mobile staff—composed of a director, three counselors, and a secretary—operates from a large customized van. The van gives the college personnel the capability of being where they are needed most—the inner city—while maintaining permanent offices on the main campus.

As a result of this program enrollment figures at this community college have increased and words of thanks have been frequently expressed by those who have been helped. The mobile counseling efforts in Dallas have been favorably compared to other U.S.O.E. Talent Search projects in terms of results.

If you really want to provide the kinds of community services expected of the community college, why don't you pick up a copy of the August/September 1971 issue of the **Junior College Journal** and read Donald G. Creamer and Robert D. Hamm's description of this program. You may also wish to write directly to Urban Progress, Dallas County Junior College District, Dallas, Texas, for detailed information about the mobile counseling program.

research findings

A LITTLE HELP FROM YOUR FRIENDS

(Journal research)

A. To bus or not to bus—that is the question! Study results suggest that busing, if necessary, can be a contributing factor toward the improvement of measured academic growth of inner city minority youngsters. A sub-study drawn from the Hartford (Connecticut) Project Concern Program indicates that moving minority youngsters to classrooms with high mean achievement levels does, in fact, result in more academic growth than placing them in classrooms with moderate or low achievement levels. Suburban school settings seem to offer more support to these youngsters than other classrooms located in inner city schools. The effectiveness of such placements, however, appears strongest at the early elementary levels.

Journal of School Psychology, 9(1), p1-11 •

Comment: If busing seems to be one answer, school boards can expect to negotiate not only with school personnel but also with GM and the Teamsters.

B. Large donors may be welcomed with open arms by charitable organizations, but among children they may reflect personality problems. It appears that large donors as well as non-donors are not as well adjusted as are "token donors." The token donors act in a rational, socially responsible way, thereby easing their consciences at the same time they are satisfying their own needs. Non-donors satisfy their own needs at the expense of society, while large donors tend to satisfy society's needs at the expense of their own. Either extreme reflects maladaptive traits. These findings are derived from a study of fourth graders who first earned M & M's and then were given an opportunity to contribute them to a "fund" for those who did not have any. Although girls rated higher than boys in the area of general concern, boys were significantly more sharing than were girls—altruistic behavior for the girls apparently existing in the abstract more than in the concrete.

Journal of School Psychology, 9(1), p24-34 •

Comment: Laugh and the world laughs with you, but give away all your M & M's and you definitely have a problem!

C. It would seem that the social attractiveness of a counselor is an irrelevant issue under circumstances where his expertise is sought regarding opinions and information. This was indicated in a series of simulated interviews where student volunteers were found to perceive their highly attractive (warm, smiling, pleasant) interviewer or highly unattractive (cold, bored, apathetic) interviewer very differently—though the same interviewers at different times portrayed both roles. In spite of violently different feelings regarding the interviewers, the students were equally influenced by them in assessing their own achievement motivation. However, this apparently equal influence was not perceived as such. The students felt less aware of having been influenced by the more attractive individuals.

Journal of Counseling Psychology, 18(4), p348-351 •

Comment: Keep up that warm regard when you're interviewing or disseminating information if you don't want your clients to feel controlled by you.

D. Parents tend to agree with counselors with respect to what the junior high school counselor should be doing. A detailed survey taken in a midwestern, rural, middle class community revealed that parents and counselors perceived vocational, educational, and personal social counseling, as well as testing and diagnosis and other counseling profession responsibilities, as important. There was some feeling, though, that counselors could not perform all of the appropriate functions because of lack of time. A significant difference manifested itself between parents of children at different levels of achievement. Unlike counselors themselves or parents of high or medium achievers, many parents of low achievers approved of the idea that counselors should do clerical work, and relatively few of them perceived the counselor's role as including testing and diagnosis.

The School Counselor, 18(5), p356-361 •

Comment: Most parents are anxious to work cooperatively with the school to help their children; and parent contact, both individually and in groups, should be sought. Parent conferences would be of particular benefit to parents of low achievers, helping them understand how counselors can be of help to them and their children. Other local communities could also profit by conducting similar studies to determine parent perceptions of the role of the counselor and to give guidance for future planning.

E. What you are today is dependent upon what you were yesterday, and how you cope today is dependent upon how you coped yesterday. Learning research suggests that those coping behaviors which are reinforced in one crisis will be stronger in following crises, while those not receiving encouragement are likely to be severely weakened. Study results supported this hypothesis and indicated that the impact caused by a crisis was also important in determining future coping behaviors.

American Journal of Orthopsychiatry, 41(5), p822-829 •

Comment: Like all learning, satisfactory coping comes from experience. If we continually smooth ruffled waters for our children, they will never develop the mechanisms for successful coping. Let us permit some of the normal crises of childhood to provide this vital learning arena for our youngsters.

F. Watch those stereotypes! Contrary to popular notion, white adolescents begin dating more than a year sooner than do blacks—at least in parts of the South. As might be anticipated, their dating patterns and activities differ; as might not be anticipated, there are heavier parental controls placed on the black adolescents than on the white.

Adolescence, 6(23), p285-298 •

Comment: These patterns of behavior suggest that in more conservative areas of the country, the black retains more of his traditional family orientation with its social controls. Let your eyes look at a map before your mouth leaps to conclusions.

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G. Who you play against may be more important than how you play the game or who wins. Is performance influenced by characteristics of the comparison group? Black male college students were exposed to cognitive performance tasks by a black experimenter at alternate times. Subjects were told they were being compared with one of two comparison groups, one white and one black. In competition, black subjects performed better when the comparison group was white than when the comparison group was black.

Journal of Educational Psychology, 62(3), p20-27 •

Comment: The effects of the race of the comparison group upon performance with black students is still unclear since the finding from this replication study is the opposite of findings from an earlier study that indicated cross racial competition has a detrimental effect on performance of black students.

OUT OF THE IVORY TOWER

(Dissertation research)

H. Attack the head and the body will fall. So goes the adage. It can be equally applicable to behavior management in the classroom, for by "attacking" the maladaptive child you can often alter the behavior of the entire class. A study carried out in five classrooms, using several behavior modification techniques on target pupils, found strong evidence that a ripple effect exists. Not only do the behavior modification techniques increase the frequency of adaptive behavior and decrease the frequency of maladaptive behavior of the target children, but they similarly affect the behaviors of classmates. Just as the ripples caused by casting a stone across the water will create stronger impulses nearest the point where the stone first touches the surface, so will the application of modification techniques to a target child increase the positive behaviors of those nearest to him in the classroom setting.

Dissertation Abstracts International, 31(12), p6395-A •

Comment: You don't have to go to the beach to create waves.

I. Does yelling really make a difference? Not according to results of a study which sought to determine the extent to which verbal response affected the learning of underachievers! Praise elicited far better performances amoung a group of fourth grade underachieving boys than did reproof or silence. In fact underachievers receiving praise could learn at a rate equivalent to achievers who were receiving praise, while those receiving reproof took longer to master vocabulary lists than did achievers who received reproof.

Dissertation Abstracts International, 32(3), p1336-A •

Comment: If you can't say something nice, try harder.

J. What really makes a youngster decide whether or not to go to college? A study of a national sample of adolescents concludes that the general level of socioeconomic status of the family and the expectation of both peers and parents are the major determining factors in college decisions. Actually, parents have a much greater influence than do peers, although peer groups and high school subcultures also have an influence on adolescent college aspiration.

Dissertation Abstracts International, 31(12), p6734-A •

Comment: Even though parents are supposed to be separated from their teenagers by a generation gap, it looks as if they have more going for them than they realize. If they feel that their children are potential college material, they have it within their power to influence them to attend.

K. An assessment of students' feelings towards schools and teachers may be one way of spotting students who are potential dropouts or potential delinquents. When a comparison was made of delinquent and nondelinquent boys perceptions about their school experiences, the delinquent group held less desirable perceptions of school. The rate of repeating one or more grades in school was nearly four times as great for delinquent boys. A greater percentage of delinquent than nondelinquent boys felt that no person had made special efforts to help them in school.

Dissertation Abstracts International, 32(1), p151-A •

Comment: The research suggests the need for teachers, counselors, and parents to be more concerned about students' feelings toward school and their needs for acceptance. Programs might be developed that would assess students' perceptions toward school as a means of identifying potential delinquents and school dropouts.

L. Would you sign a "learning contract"? Teachers exposed to the possibilities of using such contracts for released time independent study did, in fact, come to accept them. Two experimental procedures were studied, one involving a structured discussion of learning contracts followed by a public commitment by each member, and one involving use of an audiotape recording of a social model of both a teacher and student arriving at a learning contract. Both procedures seemed equally effective in promoting the use of the contracts.

Dissertation Abstracts International, 31(2), p6350-A •

Comment: If your school wants you to use innovative techniques, get them to provide you with adequate time in which to learn how to use them.

M. One's decisions regarding the risk he is willing to take are influenced considerably by group discussion. A study of decision making following group discussion was carried out at The University of Michigan to find out what caused one to change his mind. The approval and disapproval typically experienced in a group situation seemed irrelevant in this study; and people's rationality was not influenced by the discussion. What was found to determine the risk level chosen was changes in one's perception of the utility of the possible outcomes. New information raised during group discussion influences the person's view of the situation (i.e., his judgment regarding the utility) and this in turn is responsible for shifts in his risk taking.

Dissertation Abstracts International, 31(12), p6721-A •

Comment: Counselors may take heed of two factors which emerged from this study: that group discussion might be used profitably in influencing decisions and that one would do well to encourage emphasis on the utility of ideas introduced by group members.

N. If your father was killed fighting for his country you are more likely to have difficulties in personal and vocational adjustments. According to a study of 200 children who lost fathers in the war who had either graduated from high school or reached the age of 18, those who had lost a father early in life, and who did not have a stepfather were more likely to experience problems in undertaking and/or pursuing a selected educational objective. Although the child who has lost a father is not adversely affected in his intellectual development, he does tend to be less assertive and outgoing and less able to make career plans than his counterpart who has a father or stepfather. Apparently the lack of a male identification model contributes to these differences.

Dissertation Abstracts International, 32(3), p1278-A •

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materials

Teaching Achievement Motivation

Are you interested in helping students learn to increase their own achievement motivation? The final report from the Achievement Motivation Project is now available through ERIC. The Project culminates in the development of course materials explicitly designed to promote aspects of psychological growth. Achievement motivation is defined as a way of planning, a set of feelings, and a set of action strategies—all concerned with striving for excellence. The achievement motivation course materials, which are fully elaborated, relate to 12 general propositions about motive acquisition. The overall program is designed to help young people succeed in getting what they want through their own efforts. The five program components include: (1) Who Am I, which concerns student self concept and self esteem; (2) the Ring Toss Game, which is a vehicle to help students discover the action strategies relevant to striving for excellence; (3) Ten Thoughts, which is geared to help students more easily conceptualize and generalize the achievement motive to other life experiences; (4) the Orgami Game, which promotes learning through experience, conceptualization, and generalization; and (5) Aiming, in which the emphasis is on real goals achievable through achievement motivation.

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caps survey: *What Depresses Counselors*

In contrast to last month's Survey which inquired about counselors' most rewarding experiences, this month ERIC/CAPS Communique staff members considered what practicing counselors found most frustrating in their school situations. Again, we selected several schools at random and asked one counselor in each school to answer this question: In your work as a counselor, what has been your most frustrating experience this year?

Here are the responses we received—

On the Dropout:

—"It's so frustrating to try to help the returning dropout to go to classes and stay in his classes!"

—"Some young people have decided to leave school in spite of opportunities we have for them here. Apparently school is still turning some kids off. Also, we don't have the support of the parents of these young people. It seems that the school has an impossible responsibility to these young people who simply will not come and allow us to fill it."

—"It's upsetting when a student I have been working with drops out of school without my knowing it because he is able to avoid me through the system."

—"It's frustrating to see young people with potential uninterested in school. Even going out into the community, finding them, and encouraging them to come back doesn't seem to change things."

On Treatment That Doesn't Seem to Work:

—"It's frustrating to spend so much time on the constant problem children who have been given so much attention and seem to fail anyway. We spend so much time with such a very small percentage and neglect totally the middle group of young people. We never take the time to encourage and support our average young people."

—"The student I would like to help but can't provides the most frustrating experience for me. No matter how hard I try, I know I'm not getting through to him. Maybe I am too critical of myself—perhaps it is neither the time nor the place for anyone to get through to him!"

On Counseling in General:

—"It's difficult to work with personal problems because while the problem may be easy to see, the solution may not be."

—"I don't have frustrating experiences . . . I've been in the business long enough to know better!"

On Numbers of Students Served:

—"It's frustrating, in a general way, the numbers of students for which we have responsibility. Each of us has too large a case load to do an effective job."

—"The pressure of having too many students for a counselor to adequately deal with personal problems is frustrating. This year we have more students than we anticipated and it really took some negotiating to get teachers to accept them into classes. Also, our increased enrollment reflects increased numbers in our mass testing program and schedule adjusting."

On Accessibility

—"We have limited access to students because this year there are no study halls. We were previously able to work in small groups taken from study halls. Now we need to think of new ways to handle this situation."

—"We cannot wait for kids to come to us. We must find ways to get close enough to kids so we can be there when one has a problem. It's frustrating to try to learn ways of being in on the on-going activity of the school."

—"We have gone on double sessions. Scheduling and seeing students is more difficult and presents all kinds of different problems."

—"The routine work of schedule changing and National Merit Scholarship selection has been so time consuming that I cannot get to personal counseling."

—"Computed schedules are my biggest frustration! Corrections are difficult to make and students are forced to make decisions far too early in the previous year for the schedules to reflect any accuracy at all!"

—"Changing schedules is a counselor's worst headache!"

—"Doing clerical work, tallying for class counts, making reports, and all the other paper work is miserable!"

—"We need clerical help to do our clerical work."

On Reasons Kids Fail:

—"Many students who have reached high school do not know how to read. It is frustrating to realize that these young people fail when they really had no chance to succeed from the beginning."

—"So many students are in need of dental or medical attention. They cannot begin to learn if they are using all of their energy just to survive."

On Administration:

—"It is, indeed, frustrating to not have administrative backing. When I explain what I am doing, they appear to listen, but they really don't and they really come across as not caring. While I am not stopped, I feel they just don't care."

On Communication:

—"I am a college counselor and the problems with students who do not realize how important it is to listen to announcements, to read them and generally be aware of deadlines for tests and applications are frustrating. It seems that no matter how often or in how many different ways a communication is given, there are numerous students who miss out."

Conclusions: Counselors seem to be expressing in their own way what the research so often bears out, that counseling one to one is time consuming and relatively difficult to evaluate. Counselors as well as students face real stumbling blocks in the path of treatment giving and treatment accepting.

Note that all of the responses from counselors indicate their frustrations with either the scope of the individual counselor's role or with the various stresses that the young person faces in his environment which are overwhelming and which make the opportunity for effective treatment rare indeed. Consider, for example, the frustrations of the counselor who is harrassed by scheduling deadlines, lack of administrative support, and a variety of "fringe" jobs. Couple this with the young person's family situation, unattended health problems, peer pressures, and other conflicting urges and we begin to see the true picture of what many well trained counselors are experiencing daily. What kinds of treatments are realistic in an environment which may all too often prove to be the chaotic one we just described?

theory in the vernacular

Drug Education—
To What Purpose?

Schools are rapidly developing drug education programs in an attempt to solve what is essentially a societal problem. School personnel assume that "knowledge is power" and that informed students are protected against the dangers of drug abuse.

There seem to be two major flaws in this approach as it is presently followed. The first has to do with the intention: to inform students about drugs. The second has to do with the assumption that knowledge equals protection.

The intention—to give clear and accurate information—is rarely realized. In addition to the practical problem of presenting the information in a format suitable to the sophistication and interest levels of the students, there is another variable that has considerable influence on the presentation of drug information—the political climate of the school district. School personnel know that parents are concerned and frightened. Parents will be evaluating and reacting to any drug education program in the school. Often, because school personnel are fearful of further threatening parents, drug education programs are designed so that the negative aspects of drug usage are emphasized and the positive aspects are excluded. If the positive is included at all, it is rarely fully explored in the same depth as the negative.

Students who have either experimented with drugs or who have heard friends discuss drug experiences know just enough about drug usage to be aware that there are gaps in the presentation of the information. Students may come out of a drug education program with more factual knowledge about drugs and the harmful effects that can occur with drug abuse, but they are rarely helped to put any of the positive effects experienced by themselves or their friends into perspective. The drug education program does not prevent drug abuse, parents become more threatened, school personnel become more frustrated, and the drug problem continues to grow. However, even if both positive and negative aspects of drug usage were explored fully, that would be unlikely to dissuade the potential drug user. Knowledge does not seem to equal protection.

Recent research indicates that drug users have more scientific and factual knowledge of drugs than nonusers. In fact, a strong positive correlation between drug knowledge and drug usage has been found in both high school and college populations (Hoffman and Swisher, 1971). This is not to say that knowing about drugs causes one to use them, but it certainly contradicts the assumption that to be informed is to be protected. Drug education may have its place, but the evidence seems to indicate that the problem is the **user** not the drug.

Reference:
Hoffman, Alan, and Swisher, John. **Real Research in Drug Education: The Irrelevant Variable.** Speeches presented at the American Personnel and Guidance Association, Atlantic City, New Jersey, April 5, 1971. (Soon to be available from ERIC.)

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resources for practicing counselors

February 1972 Number 6

exemplary practices

Behavioral Contracting with Students and Their Families

Richard B. Stuart

It is very common today for school authorities to voice their concern over the fact that parents seem to have abdicated control over their offspring to the school authorities. Yet, often these same parents are the first to berate the school boards and the teachers when serious attempts are made to discipline and/or correct their children.

With the understanding that behaviors do not alter appreciably from one side of the schoolhouse door to the other, counselors are recognizing the value of working not only with the student but with the family as well. When conflict or confusion exists between the strategies used by school personnel and families in regard to expectations for the student's behavior at school, some erosion in this behavior can be anticipated. Conversely, when schools succeed in making expectations explicit for the student, when these are communicated to the parents and when families are appraised of the progress in school of their children, an opportunity is provided for a coordination of the use of resources mediated by parents as consequences for behavior occurring in school.

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Attempts to cajole better behaviors, both academic and personal, from students through threats and punishments have not been notably successful. Obviously a better way is needed. A recent innovation in the area of behavior modification is the use of contracts. Contracts have been successfully used with underachieving college students (see **Communique** October 1971) and high school students, and with therapy groups concerned with weight reduction. We would like to present a way in which behavioral contracting has been effectively utilized with a student and her parents in an effort to alter both academic and behavioral deficiencies.

Candy, aged 16, has been a "problem" youngster, previously seen for excessive truancy from school as well as from home. She has been disinterested in and disruptive at school, and generally negative toward both her teachers and her parents. Her parents, both college-educated and employed part-time, are much older than she, and although they have successfully raised two other children, they seem unable to cope with Candy. They have sought to maintain total control over Candy's behavior through strict curfews intended to keep Candy at her desk, studying. Candy sometimes violated curfew outwardly; at other times she sneaked out of her bedroom window, returning before dawn. Since it was generally felt that her performance at school could be strengthened by parental use of free time and money at home as contingencies for attendance and academic achievement, her parents readily agreed to use their control effect in the specified manner. However, to make this arrangement workable, the parents needed accurate information from Candy's teachers as to her level of performance. Therefore, as a part of her contract, she was expected to ask her teachers to complete a school performance chart on which they graded her daily class performance as to attendance, homework, tests, and class discussion. The system of grades was explained on the card so that Candy and her teachers were operating from the same premises.

While it was difficult for Candy's parents to give up absolute and arbitrary control over her, they agreed in the contract to "concentrate on positively reinforcing each other's behavior while diminishing the present overemphasis upon the faults of others." The behavior contract at which Candy, her parents, and the school arrived had certain elements basic to any "workable" contract:

1. Privileges result from fulfilling responsibilities.
2. Detailing of responsibilities is essential to securing each privilege.
3. A system of sanctions is imposed for failure to meet responsibilities.
4. A "bonus" clause is instituted to assure positive reinforcement for compliance with terms of the contract over a period of time.
5. Feedback systems cue parties on responses in order to earn further inducements, as well as signalling each party when to reinforce the other.

The specifics of the family contract in this case illustration are given in the box on the next page.

PRIVILEGES	RESPONSIBILITIES
In exchange for the privilege of riding the bus directly from school into town after school on school days	Candy agrees to phone her father by 4 p.m. to tell him she is all right and to return home by 5:15.
In exchange for the privilege of going out at 7 p.m. on one weekend evening without having to account for her whereabouts	Candy must maintain a weekly average of "B" in the academic ratings of all her classes and must return home by 11:30 p.m.
In exchange for the privilege of going out a second weekend night	Candy must tell her parents by 6 p.m. of her destination and her companion and must return home by 11:30 p.m.
In exchange for the privilege of going out between 11 a.m. and 5:15 p.m. Saturdays, Sundays and holidays	Candy agrees to have completed all household chores before leaving and to telephone her parents once during the time she is out to tell them that she is all right.
In exchange for the privilege of having Candy complete household chores and maintain her curfew	Mr. and Mrs. B agree to pay Candy $1.50 on the morning following days on which the money is earned.

Bonuses and Sanctions

If Candy is 1-10 minutes late	She must return home earlier by the same amount the following day but does not forfeit her money for the day.
If Candy is 11-30 minutes late	She must come in 22-60 minutes earlier the following days and does forfeit her money for the day.
If Candy is 31-60 minutes late	She loses the privilege of going out the following day and forfeits her money for the day.
For each half hour of tardiness over one hour	She loses her privilege of going out and her money for one additional day.
Candy may go out on Sunday from 7 p.m. to 9:30 p.m. and either Monday or Thursday evening	If she abides by all terms of contract from Sunday through Saturday with a total tardiness not exceeding 30 minutes which must have been made up as above.
Candy may add a total of two hours divided among one to three curfews	If she abides by all terms of contract for two weeks with a total tardiness not exceeding 30 minutes which must have been made up as above and if she requests permission to use this additional time by 9 p.m.

Monitoring

Mr. and Mrs. B agree to keep written records of the hours of Candy's leaving and coming home and of the completion of her chores.

Candy agrees to furnish her parents with a school monitoring card each Friday at dinner.

(Signed Candy)
(Signed Mr. B)
(Signed Mrs. B)

Adherence by all parties concerned to the written contract served as a useful means of structuring a constructive interaction between parents and child. By removing from contention those issues of privileges and responsibilities, a contract such as this can eliminate a prime cause of intrafamilial argument.

While a contract in and of itself may not be all that is needed for the long range, it can often initiate change through assurance of privileges, in this case money and free time, as contingencies in the truest sense of the term. A counselor working with the teacher, student and family can thus help to bring about a behavior change which is effective and inexpensive in terms of counselor time. More importantly, it promotes true cooperation between parents and school in the interest of the student.

"Behavioral Contracting within the Families of Delinquents." **Journal of Behavior Therapy and Experimental Psychiatry** (2)1 p1-11 (Reprinted here with author's permission)●

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caps survey: *Communique Subscribers Offer Innovations*

This month the research efforts of ERIC/CAPS addressed an inquiry to **Communique** subscribers. Unlike our previous surveys, which reported phone responses from a randomly selected group of counselors, this survey was conducted by mailing a questionnaire to a sample of **Communique** subscribers. Here is one of the questions that we asked: In your school describe what programmatic changes have been made this year and what your role has been, if any, in them.

Communique subscribers are generally responsive and concerned as indicated by a 72% overall response rate. Of this 72%, 41% responded to this question and shared with us some innovations that are not only clever but also insightful and useful! Look over some of these ideas before your next department meeting!

Staff Oriented

Some of the most exciting innovations are those which encourage staff involvement with young people. One counselor helped teachers to conduct group discussions about the learning problems of young people and encouraged unity by conducting groups for counselors and teachers to learn about one another's problems. This counselor suggested that counselors should be more actively involved in communicating with the instructional staff, for the ratio of counselors to instructional staff is lower than that of counselors to students. He tries to help counselors to help teachers be more effective. This suggestion not only bridges the gap between counselors and teachers but also provides the teacher with a consultant who can suggest some alternatives.

The most exciting plan came from a counselor who developed the following in-service model for guidance program accountability:

(1) Developing university mini-courses to meet counselors' functional concerns
(2) Developing counselor involvement with business —a series of counselor visits to industries
(3) Defining accountability in guidance
(4) Conducting "eliminating self defeating behavior" workshops
(5) Encouraging cooperation by planned meetings of all youth-serving agencies in the community
(6) Developing a local financial aid program and directory

Student Oriented

Generally, these innovations took the form of helping school systems to meet individual needs of students, to foster self-actualization, and to create viable alternatives to traditional teaching. Counselors repeatedly reported their efforts to turn young people on to learning.

The ideas our readers have implemented included establishing a consultation and referral service with a private mental health agency and running counseling groups for students with specific problems such as truancy. One counselor daily provides structured group interaction for a group of students who, in order to deal with specific problems, need continual reinforcement over a period of time.

Counselors have also been involved in creating opportunities which give young people more choice about how they spend their time. For example, one counselor created a tutoring program that allowed young people to work with children at a nearby elementary school. Other alternatives mentioned by counselors were establishing a recruiting program for low-income students; a student lounge for use during study time; a drug information program including referral procedures and supportive treatment; and a birth control, abortion, draft information center. In every case, counselors who cited these changes discussed their efforts to adequately share information and gain support from the community, staff, administration, and students during the planning stage of the innovations.

Curriculum Oriented

Many counselors maintained that being involved in curriculum change is the best way to provide the needed alternatives for young people. One counselor stated that his department is the "primary initiator of curriculum change." These respondents are designing, evaluating, and selecting young people for independent study programs, seminars in specific courses, early graduation, and work-study programs. Furthermore, other counselors are consultants in ungraded programs for slow learners.

Career Oriented

Several counselor responses reflected concern about the vast changes occurring in the world of work. These counselors were committed to providing more accurate, timely information, as well as more appealing ways to talk about careers. Their contributions included all of the following: providing a direct and systematic program focusing on career counseling from K-12 using the vocational guidance program, ESEA, Title III—**Preparation and Counseling for the World of Work;** developing a daily radio program focusing on career counseling; organizing group discussions where teachers, students, and parents work together to help students plan more realistically; and last of all, providing the administration with a rationale for the creation of the new school position of occupational counselor.

One counselor created a "team approach to vocational counseling." After a young person expresses interested in discussing career plans, he is then introduced to a team of school and community people who have different backgrounds. In addition to the counselor's input, each member of the team offers input to the young person. Finally, the young person may decide to elect an area such as clerking or nursing where he would test his interest and aptitude in a work-study arrangement.

Other Responses

A few counselors felt that they had little "impact in invoking changes." One counselor reported minimal feedback and saw himself as only effecting "certain more reasonable conditions for minority groups." Another counselor suggested that careful consideration be given any massive curriculum change—like the new nine-week courses in his school. He reported that the "mop-up" paper work was "colossal," and made accomplishing the task virtually impossible because the back-up clerical staff was simply not provided. A final response came from a counselor who worked in a school where "downtown" controlled all decisions.

A unique response which really defies categorizing came from a counselor who said that he was instrumental in moving the counseling department to adopt a systems development model. In his words, "The counselor's role becomes that of an active process observer who offers interventions in an organizational group and on individual levels as it seems appropriate."

Conclusions

While our list of counselor initiated changes is by no means complete, it does indicate that **Communique** subscribers across the country are initiating change.

research findings

A LITTLE HELP FROM YOUR FRIENDS

(Journal research)

A. If you are recommended for testing, you will perform better if the recommending agent suggests to the test administrator that you will do well. If the suggestion is negative, you lose points. Under positive referral conditions, children obtain higher IQ scores. Furthermore, test administrators rate the behavior of positively referred children as significantly better. They make more favorable recommendations for the positively referred children than for those negatively referred. These results emerged from a study where culturally disadvantaged Headstart children were tested by graduate students at a Midwestern university. The children had been randomly assigned to positive and negative referral categories. Thus, the researcher's assumption that the testing situation constitutes a triad—test taker, test administrator and the referring agent, all exerting an influence—was substantiated. The results suggest that teacher and test administrator view each other as credible sources of information and that each can be influenced by the other.

Journal of Consulting and Clinical Psychology, 37 (1), p116-122●

Comment: The findings raise more serious ethical questions about the value of testing. The possibility of testing bias is particularly critical in the case of a slow learner or disadvantaged child for whom a loss or gain of a few IQ points may mean the difference between regular or special class placement.

B. The colonel's lady and Rosie O'Grady may be sisters under the skin, but in the classroom it's what's on top that counts. Study data suggest that teachers encourage "better" students to participate even further by paying more attention to them than they do to those who are not achievers. Such attention brings additional response from these students, which, in turn, increases teacher approval. So it is that teacher expectation influences student performance.

Journal of Educational Psychology, 62(1), p49-54●

Comment: What you see is what you get.

C. University curfew regulations for women are difficult to justify. This conclusion was based on the findings of a recent study conducted at the University of Massachusetts. Female students reported high satisfaction in utilizing their own self-imposed curfew, whereas freshmen female students reported high dissatisfaction with university-imposed curfew regulations. The study further indicated that without a curfew there were no significant changes in female students' dating patterns, study habits, and time of return to the residence halls. The majority of women reported no difficulty in returning to their residence halls and rejected the need for a curfew as "an unnecessary crutch."

Journal of the National Association of Women Deans and Counselors, 34(4), p175-180●

Comment: Administrative policies that condone differential treatment for women can no longer be supported because of the new age of majority, but perhaps such rules were unnecessary from their inception.

D. Study results indicate that underachieving males motivated to respond voluntarily to offers of Counseling Service aid are more successful academically, even without treatment, than male underachievers who are not willing to participate in counseling programs.

Journal of Counseling Psychology, 18(1), p81-83●

Comment: Treatment giving may not be as important, as difficult, or as impressive a task as motivating a potential client to want help or to believe that he could profit from it. The willingness may not be all, but it appears to be a substantial part of the whole according to this study.

E. T-groups containing people with different needs to influence, control or dominate others, and different needs to interact with others, manifest greater increases in the feelings of satisfaction, commitment, and cohesiveness than do homogeneous T-groups. Homogeneous groups interacted more comfortably initially because of their similarity, but their superiority dissipated over time. Members of heterogeneous groups became more attracted to their group as they began to explore each others' attitudes. The researcher suggests that a balance between support and confrontation by group members is vital to change, and hence, diversity leads to optimal change and learning.

Journal of Consulting and Clinical Psychology, 37(1), p60-66●

Comment: Since group composition has a decided effect on outcome, participants should be selected rather than randomly placed in groups, so that their interaction would increase the likelihood of achieving the goals of sensitivity training. The probability of achieving positive results would then be greater.

As the **Communique** staff receives your comments and strives to make our information as useful as possible, we have decided to plan an index of the contents at the end of the volume year. This will also facilitate the retrieval of information contained in **Communique** through the ERIC national information system. In order to index, however, it is necessary to number the pages. So beginning with Number 5 (January 1972), pages have been numbered and will be numbered sequentially in future issues. Numbers 1 through 5 should be numbered with pages 1 through 24. Page 25 is the first page of Number 5. If you haven't already done it, start a file of your **Communiques.**

theory in the vernacular

Guidance Is Good—If and When

James T. Muro

I began by examining the phrase—guidance is good. After some long soul searching in the cold Maine winters, I decided that the phrase, "guidance is good," is not quite enough—it needed something. The phrase was like Twiggy without appropriate padding. And what it needed was simply a few "if's" and "when's." I'd like to share with you a few downeast country thoughts on when guidance is good and when it isn't.

1. **First of all, guidance is good when we stop trying to utilize the public school setting for the psychotherapeutic models handed over to us by psychologists and psychiatrists.** For too many years now, we in guidance have been the second class citizens of the helping professions field. We have tried to model Rogers, May, Wolpe, even Freud on the assumption that these men had the answers for counselors in public school settings. I have no quarrel with these men or their work. Universities have trained generation after generation of reflectors, diggers into childhood traumas, and pseudo practitioners of modified behavioral techniques.

Some of you will recall your practicum experiences when you were first taped, and you dared not "break the silence" because the responsibility for talk rested on the client. Remember how you held your breath, squirmed in your chair, and did almost anything to avoid interfering in the thought process of a client. My point here is that much of what was developed by Rogers and others was developed in a clinical setting with "sick people" and not from an educational base or more specifically for a school setting.

We're not, or at least should not be, in the business of restoring mental health or "psychotherapizing" each student who appears before us. Our goals and purposes should be consistent with that of the settings in which we work, and to the best of my knowledge, schools are still a place where children learn.

Even if we desired, there are too few among us who are really the heavies we try to emulate. Counseling gods on Mt. Olympus are distant from us, and their message often is distorted and misused by well-meaning, enthusiastic and often ill-advised counselors. Nothing is worse, in my opinion, than a counselor with a model personality like Herman Goring trying to behave like Carl Rogers or St. Francis of Assisi.

Counseling is a process where one human being uses his unique self—perhaps a tarnished, grumpy, crabweed-killing self—to move a youngster a little further on the road of gaining a successful identity—of finding out "just who am I and what can I be?" In this context, the counselor uses a variety of methods and techniques. He views the books and lectures of big and small men as a great smorgasbord from which he selects those ideas and techniques that are consistent with him. He makes no claim to be a Rogers, May, or anybody else. He predicates his practice on his thinking, his personality, and molds this into the setting wherein he works. He is as Witkin would say "field independent." His judgments are as good or perhaps better than those of the scholarly book writers who never went out on zipper patrol in the elementary school or played "ah-ha, I gotcha" with a smoker in the boys room of a high school. His loyalties and sense of being are aligned with education, and he is not the itinerant psychologist with Binet Kit and crossed Voo-doo mask who labels and packages children like so many barrels of Maine Potatoes or bales of Kansas wheat. He is, after all, a school counselor.

2. **Secondly, guidance is good when the counselor sees himself as a colleague and co-worker with teachers, principals, janitors, bus drivers, aids, and parents.** Guidance is deadly when the counselor sits in a quiet office reflecting on the ways of Dr. Jekyll and Mr. Hyde principals and teachers who are hell bent to destroy every unfortunate child who falls into their clutches. While we give lip service to the teacher as the central figure in the guidance process, our actions speak so loudly that teachers don't hear us. I have seen numerous counselors in New England espouse a developmental view, go to conferences, and agree with each other that developmental guidance is the thing, yet when the chips are down such individuals lapse into the world of guidance paranoia wherein every teacher, principal, and parent becomes suspect of severely crunching the child's developing ego. Guidance somehow becomes the process of salvaging the child from the harsh realities of his home and classroom. In so doing, we have succeeded not in our expressed aim of joining the teacher in her efforts to assist students but in alienating her.

Certainly, there are teachers and parents who misuse and mistreat children. Each of us knows of teachers who might have better served as recreation directors at Dachau, but still one must wonder what magic the university holds to transform all of us who were former teachers (and perhaps Prussian drill masters) into warm, accepting significant others. Certainly, some of us must have loved children when we were in the classroom. Of this I am sure, if the staff is alienated, the guidance program suffers and perhaps dies. In the end, it's the child who will suffer.

3. **Guidance is good when we don't promise more than we can deliver:** it's bad when we try to be all things to all people. The popular song "I Never Promised You a Rose Garden" pretty well illustrates our reaction to criticism, but in fact we do try to handle every type of problem. We have not been able to deliver what we have so eloquently espoused.

Ginzberg in his recent controversial book made the popular press with his report that guidance was a misdirected effort and that we in the past sixty years have not reached our goals and have become overwhelmed by our own unlimited aspirations. In one sense, Professor Ginzberg is correct, but I find it unfortunate that he chose to use elementary guidance as a whipping boy to promote his own specialized interest in occupations and career information. Yet on the other hand, I would agree with Dr. Ginzberg. We have tried to do too much, and our preparation programs have been geared to make us feel guilty because we're not doing enough. Ginzberg calls for a reordering of priorities, and I would agree with this premise if not his views.

For example, we have existed for years on the term self-concept. We have fallen back on this term when we don't know what else to do. I recall one school psychologist in New Jersey who informed me that a child I referred to him had a "severe fixation at the oral level." I asked "Well, what do I do?" His reply: "Nothing, he needs prolonged psychotherapy of the oral character, and you can't do that. Refer him!" Not wanting to embarrass a sweet young third grade teacher with foul Freudian talk, I think I translated his message to her in terms of "John has a poor self-concept!" With all due respect to the self-theorists, the modern counselor and perhaps the psychologist, too, needs to stop looking at theoretical constructs and start looking at the child and how he learns and how he behaves.

4. **Guidance is good when we eliminate some of the serious errors in our approaches to counseling children.** I refer here not to the technical aspects of counseling but to the **set** the counselor takes with him into the counseling session. I am amazed at how much more interested counselors seem to be in talk about sex or family difficulties than they are in talk about the child's potentials.

We are in the process of analyzing some counselor tapes from around the country and to a man each of these counselors were in a **rush** to get at the problem. Apparently, everything else was small talk or resistance. Yet when these people got at the "problem," they seemed to get lost. How do you, as a counselor, solve the problem of a drunken home or the fact that a child is one of two Indians in an all white school?

Change comes about when we build on strengths, not when we look for weaknesses. No child wants to be considered a problem nor should he be labeled as one. There should be appropriate humor in counseling, laughter, and perhaps even a little honest anger. Counseling should expand the child's world, open it up, and move him along, deal with his behavior, help him make plans, encourage him and let him know when he does well. Forget about his oral character, his unconscious drives, and his sick **ego**!

5. **Guidance is good when we advertise what we do.** Most of us assume that guidance is good and that since we believe it, everyone else should too. The fact remains that the only ones who seem to truely understand what we do and what we are potentially capable of is ourselves. It's one thing to go to meetings where we all agree that the schools need curriculum reform, that teachers are nasty, and that the majority of administrators are phys-ed retreads who should have stayed in coaching. It's quite another to go to an administrator or to a teachers' meeting to hear how they view us. In some circles, any counselor is still about as welcome as Max Rafferty at an SDS gathering.

Cohesion is developed through interaction, and while we interact well among ourselves, we have too often divorced ourselves from other professional groups. Whether you counsel, collaborate, or psychotherapize, if you can explain what you do within the context of children's learning, you are almost certain to make inroads.

6. **Guidance will get better when we pay more attention to group procedures.** I refer here not to the encounter and sensitivity sessions developed for special purposes in hospitals and clinics but to the normal types of developmental groups that can be of benefit to a large numbers of our children. I think the group can be of direct benefit to the guidance movement not only because it is economical in terms of energy and time but also because the group is a natural way of life for school age children.

7. **Guidance will get better when we utilize parents, teachers, and administrators directly in the guidance and counseling process.** We need to use these people as helpers. Why can't a parent volunteer to work with a child or a group of children under proper supervision? There aren't enough of us. We must make greater efforts to involve other adults with us as **helpers.**

8. **Guidance will get better when we stop looking for a role.** I have been as guilty of trying to define a role as have others in the field. It's fine to strive for the ideal, but as a realist, I know that actually what the counselor does depends on where he works, how much help he has, and other related factors. Maybe we should start with a survey of what is **needed** in a district and go from there.

9. **Finally, I think that the counselor should strive with all his resources toward the elimination of failure from the school system.** As Glasser notes, all that children learn from failure is how to fail. Only by eliminating failure and increasing involvement, relevance, and thinking will we return education to its original purpose—to produce a thoughtful, creative, emotionally alive student who is not afraid to try to solve the problems the world faces.

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FIRST CLASS POSTAGE

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resources for practicing counselors

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exemplary practices

Two Simple Ways to Help the Potential Drop-Out

Student counselors have been extremely successful in preventing the potential college dropout from leaving school. This technique was described in a study conducted during the fall of 1967 at Southwest Texas State University. The study's purpose was to determine if a student-to-student counseling program (designed to improve study skills, scholastic motivation, and academic achievement) provided an effective technique for aiding the student whose measured potential for successfully completing college was questionable.

One hundred and twenty-four beginning college freshmen identified as potential dropouts were counseled in academic adjustment by carefully selected and trained upperclassmen. One hundred and eleven of the 124 students receiving counseling were individually matched with a group of 111 potential dropouts who were denied counseling. The two groups were matched on the basis of age, sex, American College Test composite score, high school quarter rank, and high school size. All students lived in university residence halls.

At the end of the fall semester the two groups were compared on the following four indexes:

(1) pre/post counseling scores on the Survey of Study Habits and Attitudes
(2) pre/post counseling scores on the Effective Study Test
(3) post counseling scores on the Study Skills Surveys
(4) first semester grade averages

The group that received student-to-student counseling scored substantially higher on all four scales than the group not receiving special student-to-student counseling. Providing low achievers and potential drop-outs with a student tutor-counselor appears to be a most effective technique for retaining marginal students.

Journal of Educational Psychology, 62(4), p285-289●

Recent research evidence suggests that a marginal student will develop more fully academically if grouped with students of more ability. A study undertaken at Harcum Junior College, Bryn Mawr, Pennsylvania, compared the effect of assigning freshmen roommates on the basis of high school records and their first semester college grade-point-average.

For investigation purposes, students were identified as above average, average, and below average. Students were considered "above average" if they had a high school grade-point-average of "B" or higher; those students with high school grade-point-averages between "B" and "C" were classified as "average"; and those freshmen with high school grade point averages of "C" and below were considered "below average."

Four groups were then formed: above average students with average students, average with average, above average with below average; and below average with below average. Results indicated that significantly higher levels of academic achievement were reached by average and below average students when they were assigned roommates with above average academic achievement.

College student personnel workers are continually seeking new means of assisting the academically "marginal" student. As this research project indicates, the dormitory can be an excellent avenue for enhancing the academic success of average and below average achievers. By pairing students in residence halls on the basis of varying academic success, the student personnel worker creates an environment for the "marginal" student that increases his odds of successfully completing college. (Note: the criteria for identifying levels of achievement will differ for each institution.)

ED 052 228 MF-$0.65, HC-$3.29 ●

Comment: The two techniques described here, though most easily utilized in a college residence hall, could also be applied in high schools. Pairing high achievers with either low achievers or potential drop-outs may increase the poorer students' chances in classes where such pairing is common practice, for example, chemistry and biology labs. Likewise, enlisting the aid of high achievers as tutors for their less able peers could provide a proper use of those study hall sessions that are so widely criticized by both students and teachers. One caution: those chosen to be helpers must understand the rationale for their selection and must be willing, even enthusiastic, about their opportunity to help. High achievers paired with lower achievers might resent their less competent partners or fear losing their own high grade-point-average, unless they understand and support the goals of such a program.

CG 400 047

An Effective, Low Cost Approach to the Treatment of Disruptive School Children

Frances M. Culbertson
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Six Kindergarten children were intolerable in the classroom because of their behaviors. A behavior-modification model was first used alone to try to change their negative classroom functioning patterns. After three weeks of therapy stressing behavior modification for school-appropriate behaviors, the children still showed high degrees of concern, fear, and anger about "authority figures" at home and at school. Feelings of isolation and vulnerability were indicated by statements such as: "I'm afraid my house will burn down and no one will save it." "I'm standing alone in a dark street, crying and no one comes." "Sometimes I get so mad in school that I have to scream." Classroom behavior was still unsatisfactory.

At this point, the treatment program was modified. A program of therapy providing for catharsis, development of a trusting relationship with an adult (therapist) in the school, and information giving about other authority figures in and around the school was added to the program.

Six out of seven highly disruptive children were taken from the classroom every Friday morning to a special room called "our room." (The seventh child was not given parental permission to join the group.) Children and therapists sat around a table similar to one in the kindergarten classroom. The children spent 15 minutes in therapy session each week.

Therapy was seen as a two-level model. The outer form of therapy was one of behavior modification with the reinforcement pattern for any one day determined by performance in the previous session. Reinforcement was given in the form of small candies. The reinforced behaviors in the therapy meetings (defined by the teacher as ones needed to improve the students' adjustment in the classroom) were: (1) sitting in one's seat, (2) listening to someone else speak, and (3) taking turns talking during discussion periods.

The other inner working level of therapy encouraged the development of a highly personal and special relationship with the therapists—emphasizing the therapists' interest, concerns, and protective qualities for the children—while at the same time allowing the children to vent their feelings about home and school. In addition, the therapists visited the school room, the playground, and the children's homes to make the children aware of the therapists' intense involvement with them. Other caretaking individuals in and around school such as the teacher, principal, cook, librarian, policeman, and fireman attended the group sessions at least once. These individuals explained their role in the children's lives. The children were told that these individuals could help and protect them. The children were also told how to reach these people when necessary.

The success of the program was measured in four ways:

1. Changes in the children's classroom behavior as reported by the teacher. These included staying in the classroom or not having to go to the principal's office due to annoying behavior
2. Children finished daily classroom work
3. Children were promoted by the end of the school year
4. Positive changes in the Draw-A-Person tests (test administered to all kindergarten students at beginning and end of the school year)

Group Characteristics

The socio-economic characteristics of the group were typical of the school except that the therapy group included a higher proportion of black children, 50% against about 20% for the school. All children were appropriate in age for kindergarten placement (from five years, three months to five years, six months) when they joined the group. No intellectual assessment, inquiry into brain damage, or other evaluations of these children were made (except for the Draw-A-Person test which was done by the teacher around the third week of school) because of the emergency nature of the situation.

Results

The school behavior of all six children, as reported by the teacher, was improved greatly by the sixth week under the integrated approach. The children were doing their classroom work and being less disruptive. They were proud of their learned therapy group behaviors—sitting in their seats, taking turns talking and listening. They often pointed out to the teacher how well they were doing. It is interesting to note here that one of the boys during therapy time stated, "Say, Fran, I know what you are doing. You are helping us learn how to go to school!" There was some question of ending the therapy group at this time (sixth week) but both teachers and parents felt that the children were gaining other benefits—exhibiting better playground behavior, doing jobs at home, getting along better with siblings, etc.; so the group was continued to the end of the year.

School reports two years later indicated that except for one child, behaviorally these children were "no problem." One child was having difficulty academically.

This study suggests that an integrated approach using behavior modification and "catharsis therapy" is useful procedure for young children who are disruptive in school. With regard to the goals of the study, this procedure was effective. Behaviorally, the children were functioning adequately in their classroom in a short period of time. Cognitively, there appeared to be no delay in the learning of school materials and tasks, and by the end of the year, the children were promoted. Functionally, they achieved a good deal of self-integration. Their adequate functioning was not short-lived, for two years later they continued to show appropriate school and social behaviors as well as maintenance of their learning attitudes. Also, two years later, they continued to perceive their relationships with the therapists as something special, inquiring about one of the therapists (the psychologist who was no longer at the school) wanting to know where and how she was and commenting that they would like to see her. The enthusiasm and warmth of these children toward the therapist who remained in the school was obvious. This model of therapy was easy to organize. It was inexpensive in terms of the professional time allotted to the task as well as the children's time away from class.

research findings

A LITTLE HELP FROM YOUR FRIENDS

(Journal research)

A. There is no doubt that achievement motivation can be increased and that the increase will influence subsequent behavior. Executives who were given a program designed to strengthen their need for achievement were matched with comparable executives chosen to attend the corporation's executive development course during approximately the same period. In a followup study, participants in the motivation training course had performed significantly better than their matched pairs, as measured by major changes in job level and salary.

Journal of Applied Behavioral Science 7(2), p215-233•

Comment: The techniques described in this study could be used with students as easily as with executives. Given the consistency of the research reports on influencing individuals' need for achievement and its effects on performance, this approach seems to offer high pay-offs in terms of behavior change. The design used in this study, is based upon the techniques developed by McClelland. These techniques have been successfully modified for use with almost any age group (see January's materials section in **Communique**). This whole body of research and techniques has real possibilities for counselors interested in the effective counseling programs aimed at retaining potential drop-outs and improving academic performance. Any takers?

B. Campus demonstrators bear a closer resemblance than non demonstrators to the type of student our colleges and universities seek to develop! This conclusion emerged from a study conducted at Ohio Wesleyan University. The Personal Orientation Inventory (POI) was administered to 108 students enrolled at that University. Fifty-four of the students had participated in a recent demonstration and fifty-four had not. The results indicated that the demonstrators scored significantly higher on 10 of the 12 POI scales: Time Competence, Inner Directed, Self-Actualizing Value, Existentiality, Feeling Reactivity, Spontaneity, Self-Regard, Self-Acceptance, Acceptance of Aggression, Capacity for Intimate Contact. Non demonstrators scored significantly higher than demonstrators on one scale, Nature of Man; they perceived the nature of man as basically good. Synergy, seeing the opposites of life as meaningfully related, showed no significant difference between the two groups. The researchers concluded that the demonstrators, in contrast to the nondemonstrators, were more self-actualized and displayed more of the personality characteristics which higher education purports to foster. **Journal of Counseling Psychology**, 18(5), p462-464•

HERE AND THERE

(Funded and private research)

C. Blacks do not have a monopoly on cultural conflict. American Indians share the "spotlight" insofar as high dropout rates are concerned. A Wisconsin study among Anglo and Indian dropout youth established poverty and cultural factors as being the heaviest contributors to a student's dropping out. While the Anglo and Indian dropout are both characterized by general hostility toward the "establishment" and belief in short-range gratification, the Indian carries the extra burden of trying to function in a society which does not share or accept his values.

ED 051 938 MF-$0.65 HC-$3.29•

D. Left handed and left eyed—the student has no problem academically, only the inconvenience of living in a "right handed world." The student, however, who is left handed and right eyed is significantly more likely to have academic problems.

ED 052 474 MF-$0.65, HC-$3.29•

E. Casual marijuana smokers make the best students! Recently, a correlational study comparing college grade-point-average (G.P.A.) and level of drug usage was conducted at the State University of New York at Stony Brook. A survey of six hundred students attending a deviance and delinquency class at Stony Brook indicated that 7 out of 10 had used amphetamines, and 4% had used heroin. The highest grades it was found, were earned by the casual marijuana smokers and the lowest grades by the heavy users of drugs and the complete abstainers. Grades tended to dip when students became heavily involved with drugs, with the heroin users having the lowest percentage of "B" averages or better. Three variables—sex, class in college, and parents' socio-economic status—were considered and were found to have no effect on these findings. ED 051 729 MF-$0.65, HC-$3.29•

Comment: If counselors assume that only the alienated, lonely, or apathetic students use marijuana; such counselors are likely to be wrong. It may be that marijuana is as acceptable in some youth cultures as alcohol is in some adult cultures. This finding tends to suggest that when there are social norms supporting the use of marijuana, the more curious young people—those who are good students and potential leaders—are likely to use marijuana casually.

F. Individuals will make greater efforts to please and to comply with the demands of people they respect, particularly if they like them and consider them intelligent and honest. The influence of such people is perceived both as more credible and as more powerful than it necessarily is in reality. When a person is held in low esteem, people will comply only if they believe that person will and can carry out his threats. These conclusions were arrived at in a study of game playing where experimental confederates sent threats to students in conflict situations. ED 054 500 MF-$0.65, HC-$3.29 •

Comment: School, home, and work environments in particular are places where such esteem and threat factors are operative. Rule-abiding behavior can apparently be an act of respect or simply the avoidance of punishment. It is for authority figures—parents, teachers, or counselors—to analyze how they elicit compliant behavior.

G. Staring may not be polite but a little look now and then doesn't hurt! Among newlyweds, eye contact suggests strong feelings of personal closeness and marital happiness. Touching, of course, also is a strong nonverbal indicator of satisfaction, according to a study of subtle interactive cues among newlyweds. The research concludes that couples feel personal closeness in proportion to their use of touching and looking.

ED 054 497 MF-$0.65, HC-$3.29 •

Comment: If you're still shopping, look but don't touch. If you're married, that's another kettle of fish.

H. The "Fifth Column" may in reality be the "boob tube!" Children spend more of their nonschool time watching television than they do resting or reading, doing homework or chores, participating in organized activities or free play. They rarely read for fun. Significant relationships seem to exist between reading-time scores and sex, socio-economic status, family size and intelligence, suggesting that the love of reading is a self-perpetuating, socio-cultural trait.

ED 054 475 MF-$0.65, HC-$3.29 •

Comment: We have a clearcut choice—we can promote success and intelligence so people will develop an interest in reading, or we can work to develop their interest in good books so they can become successful and intelligent. Either way, our work is cut out for us.

I. Do you believe that you have a powerful influence over what happens to you? If so, you fall into the category of those people who have an "internal locus of control." If you believe that chance or powerful others influence you, then you most likely have an "external locus of control." Internals and externals were asked to persuade two coached confederates to change their opinions. Internals were more attracted to those people they could influence; this variable was unimportant for externals.

CG 006 447 MF-$0.65, HC-$3.29 •

Comment: If you are a counselor with an "internal locus of control" you may find the clients you can influence more attractive.

J. How are people emotionally or intellectually involved with the positions they hold regarding current social issues? Data from a recent study at Michigan State University suggested that the majority of students were relatively moderate in terms of direction and intensity of their positions on contemporary campus issues. However, there was a clear indication that students who expressed minority positions on issues were more emotionally involved with their positions, while those expressing a majority viewpoint intellectualized their stand.

Journal of College Student Personnel, 5(2), p55-58•

Comment: Apparently, your ability to give a clear and logical rationale for what you believe is related to the popularity of your view. Counselors might best serve those students who hold minority opinions by helping them develop a logical and clear rationale, to make them more effective in communicating their ideas. Such an approach would serve two purposes: it would help the client test the assumptions, reality, and reasons underlying his feelings about an issue, and it would prepare him for debate rather than more overt conflict with the powers that exist.

K. Canadian school counselors are more perceptive of school principals' expectations of them than they are of teachers', parents' or students' expectations. A Canadian study in intermediate and secondary high schools revealed that most role conflicts were found between counselors and students—into whose expectations the counselors seemed to lack insight. A questionnaire was constructed which focused on normal counselor activities and situations which might be expected to occur in any school at any time. Counselors responded to the questionnaire (1) as they viewed their role definition, and (2) as they expected the principal, teachers, parents and students to see their role. Then comparisons were made to the actual opinions held by these groups. Though counselors appeared to understand principals' expectations (and thus could be efficient extensions of the administration), they were less aware of students' and parents' attitudes about the role of the counselor.

Canadian Counselor, 5(2), p83-99•

Comment: Counselors are trained to be good listeners. To whom do they listen?

L. The changes resulting from the larger numbers of students now attending college may contribute to what has been called the "generation gap." This conclusion comes from a recent research project conducted at Colorado State University. The study was designed to determine if student and parent attitudes concerning religion, politics, sexual behavior, student self-government, social behavior, and living regulations changed significantly after the student attended a university for one quarter. Prior to a fall quarter, an attitude survey was sent to 450 entering freshmen and their 900 parents. During the winter quarter of the same academic year, the attitude survey was again administered to 159 students and their 318 parents. The study results indicate that student attitudes toward some religious and political beliefs, responsibility for sexual behavior, student self-government, social behavior, and living regulations changed, becoming more nonrestrictive, "liberal," and self-deterministic. Parental attitudes in these same areas remained essentially unchanged.

Journal of College Student Personnel, 12(5), p340-346•

Comment: This study clearly illustrates that the counselor and college must be more active in "conflict resolution," particularly in the area of student-parent relationships.

M. The socio-economic background of college students influences their attitudes and practices regarding sexual permissiveness, smoking, drinking and the use of illegal drugs. A twelve item questionnaire was administered to 1,296 students enrolled in a required health and physical education course. The students' backgrounds and attitudes were found to coincide in the following way:

—Most Liberal—upper class students ($20,000 and over per/yr.)
—Liberal—lower class students (less than $5,000 per/yr.) and upper middle class students ($15,000-$19,000 per/yr.)
—Conservative—middle class students ($10,000-$14,999 per/yr.)
—Most Conservative—lower middle class students ($5,000-$9,999 per/yr.)

Journal of School Health, 41(7) p390-393•

N. A recent study comparing self concepts of young and mature college women working on a B.A. in the field of education found no significant differences between the two groups. It did find, however, that the majority of women in both groups found little in the academic or social life of the college with which they could identify. Both groups rated their self-concepts significantly more positively in reference to their families and homes than they did in reference to the college environment.

Journal of College Student Personnel, 12(4), p297-302●

In 1956, a group of primarily middle-class college women took part in a study comparing their dating experience with their level of self-esteem. It was found that those women who dated more, but did not go steady, had higher levels of self-esteem. A 1968 follow-up study of these same women suggests that the female's level of self-esteem is related to marital happiness. Women who had very high or very low levels of self-esteem in college found marriage less happy than those women with middle levels of self-esteem.

Journal of Marriage and the Family, 33(1), p183-187●

Comment: Such findings are congruent with previously reported research suggesting that low levels of self-esteem in females make them too vulnerable to be comfortable in intimate relationships. Likewise, the high level of self-esteem leads to an independence that makes the female more overtly critical than her less confident sister.

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caps survey: *Counselors Report Student Frustrations*

Recent surveys have focused on counselor's involvement with such issues as underachievement, drug and sex related counseling, innovation, and their own satisfying and frustrating counseling experiences. This month ERIC/CAPS staff members randomly selected and interviewed a number of high school counselors around the nation asking them these two questions: "What are the frustrations that your students express to you about school?" and "What are you doing about these frustrations?"

What do students tell counselors about their schools? Students tell counselors that academic work is too difficult, that much school work is irrelevant, that school staff do not understand the concerns of young people, and that they resent the inflexibility of school rules. Students say they want more freedom in school, the right to make decisions, and the responsibility of those decisions. Students complain that grades are not useful measurement indices, but rather, subtle competitive forces which continually disqualify the disadvantaged.

Some students are more precise about what they don't like: They resent such things as fences around schools, smoking prohibitions, and off limits parking lots. They do not like specific teachers, specific course requirements, or uncomfortable and crowded classrooms.

How do counselors help students with complaints? For the student who finds academics difficult, counselor responses included providing remedial services such as in-depth reading with a specialist; placing the student in a smaller class; and encouraging the student to become more involved in a variety of school experiences to gain feelings of success. One counselor reported that he was part of the task force who designed a no-fail math program in which young people work at their own rate and receive credit only for their accomplishments. In this same school, students selected a new sport every six weeks to learn in physical education class—another attempt by the school to give students more power in defining what they wanted from the school.

For those students who felt that courses were meaningless, many counselors responded by working with school staff for new course additions to meet student interests. Several counselors held "rap sessions" with teachers and administrators to bring about more immediate change in class content and to help administrators be aware of student opinion. Some counselors, of course, rely on an old method which still has merit—the student is transferred to another class. Two counselors informed us that in some departments of their schools, students can come three days each week instead of daily to earn credits.

Most of the complaints are not responded to in the sense that the counselor changes the school. Often the counselor reports that he can only attempt to make it easier for the young person to realize that the fence will not be torn down, that there will not be immediate support for smoking privileges, nor will it be possible to remove all the teachers who fail to meet the expectations of their students. The counselors feel that when they listen to the student, such attention increases the student's willingness to listen to school personnel and helps the student to accept and cope with some frustration.

Some counselors handle some of the complaints through small group counseling sessions to facilitate communication. Often, in these groups, other peers will offer a disgruntled student a viable explanation for a problem which the student can better accept coming from his peers. Counselors say that in groups young people get a "feel" for the big picture, rather than getting "hung-up" on some specific, such as fighting the grade system when colleges simply demand that grades be recorded and be good, or by realizing that good attendance is considered when references are examined for a job. Counselors suggest that young people need much more information to make realistic evaluations of their education. Then if students complain that education is irrelevant, they will also be able to say to what noun the adjective relevance refers.

In summary, our respondents point out that many counselors are in tune with the frustrations of young people and face students every day who test the traditional educational models. Their responses to these youngsters clearly demonstrate that they are, in many cases in sympathy with student concerns. It seems valuable for counselors to continue to work as student advocates to shelve archaic, outdated procedures and to facilitate new, exciting plans which meet the needs of youth. On the other hand, as so many counselors pointed out, students frequently need more information about the school, the work world, and higher education if they are to help the school serve them more effectively. Counselors saw themselves as responsible for providing students with the information and experiences that would help students understand the relationship of the school to other segments of society and to other institutions. This process of information giving, the counselors believed, allowed the student to discriminate between crucial and legitimate complaints and those that were merely nit-picking or emotional catharsis.

Communique and Impact Subscribers!

The staff of Communique and Impact would like to meet the publications' readers. If you would like to meet us, some of the publications' authors, and some of the leaders in the profession, please join us at the APGA convention at the (no-host) social hour which we have planned especially for subscribers. We want to do all we can to serve our readers. Come, meet old friends, make new friends, discuss issues, and have a good time. Palmer House Hotel, Crystal Room, 6 to 7 p.m., March 27, 1972.

We would also like to extend to you a special invitation to attend the Caps Workshop at the APGA convention: Sensitizing Counselors to the Needs of Special Groups. Find out how youth, disadvantaged, female, and socially deviant populations are alike and how they are different. Find out the implications these similarities and differences have for your counseling approach. March 27th and 28th at the APGA convention in Chicago.

materials

Saying What You Mean
A Method to Help
Students Communicate

A ten week program of two hour sessions has been designed to improve communication at the college level. This program is prepared to be used in structural groups, each session concentrating on one of ten communication content areas: (1) the impact of language on behavior, (2) the communication process, (3) perceptiveness, (4) understanding and clarity, (5) sharing feelings, (6) non verbal expression, (7) emotional closeness, (8) honest yet responsible, (9) communication responses, and (10) interpersonal problem solving. The document, "Let's Communicate: A Program Designed for Effective Communication" contains detailed techniques, information, and measuring instruments to help with each of these content areas.

ED 051 513 MF-$0.65, HC-$3.29●

Developmental Program
in the Constructive Control
of Aggressive Behavior

When people are frustrated in trying to meet a need or handle a situation, their behavior may become aggressive. The news media are filled with accounts of adult and adolescent aggression. For them, striking out at someone or something seems to be the only answer. The Lakewood City Public School System, the Educational Research Council of America, and the Ohio State Department of Education decided to help young people find other alternatives. The product of their efforts is a beautifully planned developmental program to help students understand how they and other people deal with aggression.

The program recognizes aggression, vandalism, protest, and violence as forms of behavior. These behaviors are the result of underlying causes. For this reason, an important part of the program deals with what is known about the nature of aggressive behavior, the forms it may take, sources of frustrations, ways commonly used to overcome them, and the causes and consequences of aggressive behavior that lead to protest and violence.

The purpose of this program is to develop in students an understanding of aggressive behavior, and the knowledge, attitudes, and behaviors essential for constructively controlling it. The Developmental Program in the Constructive Control of Aggressive Behavior encourages each student to analyze the underlying causes of the different forms of aggressive behavior, consider their consequences, and think of viable alternatives. He is then encouraged to use this method in his daily living when he feels frustrated or inclined to behave aggressively.

The curriculum materials in this program distinguish between a casual and surface approach to behavior. The casual approach focuses on how the behavior developed, sensitivity to available alternative actions for resolving a situation, and short and long range consequences of those alternatives. A surface approach deals with only the outward form of behavior and/or the attitudes of people toward it. Such an approach may label or name the behavior, but it does not look at causes behind the behavior.

This program takes the form of two excellent publications: Dealing with Aggressive Behavior—Teacher's Manual and Dealing with Aggressive Behavior—Student Book. The Content Pages have three columns listing (1) Activity, (2) Content, and (3) Materials needed to carry out the learning experiences leading to fulfillment of the objective listed at the top of the page. Valuable background for teaching the units can be gained from the materials listed in the Supplementary Readings section of each unit.

The student book contains both pre and post tests to measure what is learned, descriptions of activities to be performed, and definitions of key terms that students will be using. All students do not need to do all the activities, nor the same activity at the same time. The variety of activities and the limitation of time make this virtually impossible. Under a particular objective, there may be several activities that will not be used.

To be used effectively, Unit 1, "A profile of Behavior and Aggression," requires from 15 to 20 class periods of 45 minutes each. The other units—Youth in Confrontation, Vandalism, Protest, Why Violence—can be covered in eight to ten class periods of 45 minutes. Time spent on any of the units will depend on the depth of study in a particular unit, time limitations, particular objectives, the significance of these objectives to the counselor, teacher or students, and student interest in the topic.

The student book is designed for junior high school students and would probably not be appropriate for older or younger students. The teacher's manual, on the other hand, is full of valuable techniques and information which a group leader could adapt to different age groups. For the counselor who is working with groups and who is concerned about helping students use their aggressive feelings constructively, this is an excellent resource.

The student book costs $1.85 and the teacher's manual costs $2.55. You can order a copy of either or both by writing the following address:

Mr. John Rowe
Project Director: Constructive Control of Aggressive Behavior
Lakewood Public Schools
1470 Warren Road
Lakewood, Ohio 44107

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FIRST CLASS POSTAGE

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communique

resources for practicing counselors

April 1972 Number 8

exemplary practices

Making the Most of What You Have

Ronald and Peggy Lippitt

Ronald and Peggy Lippitt are both well known for their contributions to the fields of psychology and education. Recently they have developed several programs to assist counselors and teachers to use all their resources to improve educational practices. They have been particularly effective in developing cross-age helping programs: utilizing older students to help younger students in such a way as to produce mutually beneficial results. **Communique,** with the authors' permission, would like to present two other programs the Lippitt's have organized to help teachers and counselors make the most of what they have. The first is a method to encourage students to benefit from planned interaction with peers; it is presented by describing an example. The second is a method to encourage students to make better use of adults. Because of space considerations it is merely described. Both techniques, with modifications, could be utilized by counselors to improve the quality and increase the frequency of help giving and help seeking responses in schools. Both techniques encourage more public recognition of the real resources of the school and sanction making the most of such resources.

CG 400 047

Technique One: Legitimize the use of like-age peers as noncompetitive resources that seek and give help to each other.

Here is an example of how this goal could be accomplished in a fourth grade classroom.

Create a Classroom Resource Bank. On the wall in the back of a fourth-grade classroom is a copy of the Classroom Resource Directory, entitled "Who's Good at What in This Class?" It contains a separate page of information about each student and an index of resources, with names for each item—e.g., "American History" (Jerry, Nancy, Eldridge); "Basketball" (Jackie, Peggy, Larry); "Computer" (Tim, Mary, Jack); "Settling Quarrels" (Sonia, Mildred, Tim). To develop this directory, students paired to interview each other with a prepared interview schedule designed to elicit many types of resource materials. The first version of the directory was revised to include additional information the children and the teacher learned about each other's resources.

The teacher encourages and supports active use of the directory at any time and makes frequent referrals to it when approached for help. Several good class discussions have been conducted about skills involved in being a good helper and an intelligent help seeker. Now the class is beginning a directory of adult and child human resources (a) in the entire school building and (b) in their community. This procedure can work from first grade through high school.

Technique Two: Develop peer group norms that support thorough utilization of available adult resources. All children need (and most would like) active, supportive relationships with interested adults—teachers, parents, club leaders, and others. But the climate of intergenerational conflict and attitudes about authority prohibits many children and youth from reaching out to an adult for help. The collusion of noncommunication and ignorance leads pupils to feel that most of their peers would actively disapprove of their being friendly toward or working too actively to please the teacher—or even of their seeking needed help from an adult-resource. On the other hand, teachers and parents worsen the situation by a continuous invitation to "tell" children what resources to use, without arriving at joint goals and plans which include the children. As a result of a variety of skilled defenses against "being told," the young reject, avoid, or at best, tragically under-utilize their adult mentors.

A curriculum project in "How To Use Grown-Ups" has proved to be an effective way to help children break the vicious circle of child-adult hostility that appears to be spreading throughout our society, even at the lower elementary level.

The project starts with analysis by the class of a preplanned role-playing episode in which a teacher (one of the children) conducts a lesson with three pupils. One of the three soliloquizes reluctance to ask for help because of concern about "what the other kids will think." Another sees the teacher as disliking him. The third feels the teacher will be disappointed if he is unable to "do it alone."

Observation teams of three or four students discuss their interpretations of why role-playing children are using the teacher inadequately and how teacher and children might behave differently to relate better and learn more. Often this advice is tried out in a new episode. The open analysis and discussion effectively develop new expectations and norms about child-initiative in seeking and utilizing resource helpers.

For more information on these programs or on the Cross Age Helping Program write to Cross Age Helping Program, CRUSK, University of Michigan, Ann Arbor, Michigan 48105.

Childhood Education, 47(3), p135-138●

Comment: **Although the techniques described are designed primarily for use with elementary students, the creative counselor could develop and implement these and similar techniques to accomplish the same goals with secondary or college students and teachers. All too often, students, counselors, teachers, and administrators fail to take full advantage of the real strengths they possess.**

Increasing Activity Level Through Assertive Behavior Modeling

Ronald Katz

Client O. was socially withdrawn, depressed, and confused. He confessed to the therapist an inability to commit himself to anything—"to have desires." Undoubtedly, every counselor at one time or another must work with the youngster who is so passive that he is always on the outside looking in. Because of the nature of the helplessness and withdrawal exhibited by such clients, it is difficult to initiate assertive training. Presented here are the techniques utilized by one therapist (Ronald Katz, 1971) to help just such a client.

Katz devised a two-part treatment plan. Part One aimed at overcoming the client's inability to recognize and be honest about his own feelings and to establish goals. Part Two sought to implement specific tasks suggested by Part One. Katz set out to model assertive reactions through several means. Affrontive behavior was modeled as a response to client concern over feeling guilty about his negative behaviors. The focus was away from the client's areas of inadequacy and guilt and toward modes of expressing his needs and wishes into action vis a vis other people. For example, when Client O. reported that his parents nagged him over his laziness and that he felt frustrated at being unable to respond, Katz said, "Who are they to tell you? They had a chance to flounder; now it's your turn. Don't you work until you're good and ready. Tell your parents you've got troubles and you're trying to figure out the best thing to do." After several sessions of such modeling, Client O. reported fewer instances of becoming upset and guilty when he was nagged even though he was not able to tell his parents to "get off his back."

Client O., like those who are socially withdrawn and virtually friendless, was also easily confused and always anxious. Although he was desirous for new experiences, he seemed fearful and uncomfortable about actually undertaking them. Katz helped him sort out those areas which were appealing but made him fearful, and insisted his client not participate in these new experiences until he felt comfortable about them. The therapist reports that he was deliberately far more opposed than the client to the client's pursuing new experience. The client, relieved of responsibility for pursuing such new experiences, was free to express more and more interest in the feared experiences and in other experiences which were of interest but less threatening to him.

While part of the assertive training had stressed, where appropriate, the incorrect behaviors of others in efforts to relieve the client of excessive guilt feelings, at some point it also becomes essential to deal with the client's own resisting behaviors. When asked by the therapist to do something, the client often would not do it and then feel very guilty. By stressing the client's responsibilities in such situations yet keeping the time constraint open and breaking tasks into graduated steps, the therapist was able to effect some positive behavior changes.

Expressing anger and frustration was most difficult for client O. Typically the client expressed neither, allowed himself to be taken advantage of, and ended up, invariably, frustrated and angry with himself. Katz again used assertive behavior modeling, shifting the blame to the guilty parties. ("The nerve of him! Who does he think he is? What are you getting depressed for? Make him depressed—because he cheated you.") The client was encouraged to express more selfish rather than selfless behavior in his dealings with others. At the same time he was encouraged to think clearly about new areas of experience but not actually to enter them until he felt fully comfortable in doing so. Being able to "toy" with an idea—explore it fully and without time limits, and execute it only when he felt comfortable with it, or dropping it if he did not—led the client, after six weekly sessions of therapy, to feel better able to cope with both his feelings and behaviors.

Comment: **While it is true that the type of therapeutic relationship described here must be carried out on a one-to-one basis and is therefore time consuming for the busy school counselor, it is also true that only a small number of students require this type of behavior re-modeling. An investment of one hour weekly would be well worth the price if it served to restructure chronic passivity into positive activity. Such an investment might well create a participating human from a piece of inert, guilt-ridden protoplasm.**

Journal of Behavior Therapy and Experimental Psychiatry, 2(3), pl187-193●

research findings

HERE AND THERE

(Funded and private research)

A. People capable of complex abstract thinking are likely to be good judges of other people. They consider people they encounter from a number of points of view and in a more flexible fashion. They are also more likely to be able to integrate the bits of information they have about people and reconstruct them in different ways. Counseling interviews were presented on videotape to a number of high school students, who then filled out a questionnaire summarizing their impressions of the client and his attributes. Analysis of their responses showed that the measured attributes of abstract thinking and integration of information were clearly related to each other, to the students' accuracy in perception, and to their memory of verbal and visual cues.

ED 054 490 MC $0.65 HC $3.29●

Comment: **The societal implications for viewing others in complex rather than dogmatic and rigid fashion need no reiteration. Accuracy of personal perception and flexibility of conceptual functioning are necessary if the counselor is to understand his client.**

B. Do clothes really make the man (or woman)? In a recent study at Rutgers University this adage was tested with rather interesting results. The authors used the national crisis following President Nixon's decision to send troops into Cambodia as an opportunity to investigate the effectiveness of social influence variables (sex and clothing attire) under conditions of high ego involvement. Four hundred and forty-six adult passers-by were presented an antiwar petition by the authors (one male, one female) who wore either conventional or hippie attire. Results showed that both sex and dress of petitioner influenced the rate of signatures and the type of response given by those individuals not signing the petition. In general, people were more cordial, were less reluctant to sign the petition, and were willing to take time to explain why they would not sign the petition when the authors were dressed in a conventional "cleancut" manner. In summary, the authors suggested that the impact of social influence variables is inversely related to the strength of an individual's commitment to an attitude.

ED 054 477 MF$9.65, HC $3.29●

C. Familiarity breeds respect. Activist students and the police can increase respect and understanding for one another when provided with a proper sort of interactional environment. Michael Jay and his colleagues reported these results from an exploratory project designed to facilitate non-violent interactions between activist students and police. A total of 30 policemen and 161 volunteer college students, of whom 92 served as a no-treatment control group, were involved in this project. The effects of three possible types of contact were studied: students riding in squad cars, informal dinners and "rap" sessions, and encounter groups. Questionnaires which assessed attitudes and self-reported behavior toward police, as well as knowledge of the policeman's role, were administered to student subjects prior to and following the experimental conditions. Significant changes in both student and police attitudes and behaviors were reported to have resulted from their interactions under all three conditions.

ED 054 470 MF $0.65 HC $3.29●

Comment: There is evidence that would suggest that counselors, both at the high school and college level, are assuming greater responsibility in closing the "communication gap" among parents, students, teachers, administrators. Certainly, the above project provides an excellent model for the counselor as he attempts to deal with his feuding clientele.

D. Choice of work setting may be associated with interpersonal stances people wish to adopt. People who indicate a preference for group work differ radically from those who prefer solo participation. A study assessing the personalities of undergraduates by means of personality tests and group ratings offered such a choice before placing the students in three-person decision-making groups. Individuals who stated a preference for group work were found to be more socially responsible, more extroverted, and more amenable to attempts by others to exercise control in social interaction than were those who chose solo work. The most extroverted subjects also proved to be the most likeable.

ED 055 291 MC $0.65, HC $3.29●

Comment: Are we allowing the relationship with people to take over as the most relevant factor in job choice? Or do those personality factors which determine this also determine one's effectiveness in a job situation?

E. In the absence of a threat to punishment, people don't repay their debts unless they must face their creditors. Furthermore, the higher people's self-esteem is, the less likely they are to reciprocate—to give in return to people to whom they have become indebted. These findings emerged from a study of giving behavior (altruism) and self-esteem in introductory psychology students. The subjects were paired on tasks which required that one of each pair become "indebted" to the other; then their roles were reversed and debtor-turned-creditor attitudes assessed. Reciprocal altruism (paying back) showed a negative relationship with self esteem, and only the anticipation of face-to-face confrontation with the person owed encouraged the students with high self-esteem to give.

ED 055 284 MC $0.65, HC $3.29●

Comment: If these research findings are truly indicative of human behavior, the implications for individual functioning in a free society are overwhelming and in opposition to many humanitarian principles. What exists in our value system that causes those who should be the most able to give to others to be distinguished by their reluctance to give? What kinds of experiences would free those people with high self-esteem to offer more to others?

OUT OF THE IVORY TOWER

(Dissertation research)

F. Student teachers tend to become less student-centered and less open-minded after student teaching. Males in particular become significantly more dogmatic after their teaching experience. The study from which these findings emerged, one conducted on a large number of students at a state university, showed that prior to the student teaching experience, student teachers and other students do not differ in temperament and open-mindedness. Furthermore, student teachers who are open-minded also tend to be student centered. However, as indicated by responses to personality tests, these qualities do not prove stable in the face of student teaching.

Dissertation Abstracts International, 32(1), p175-A●

Comment: Student teachers frequently describe their experiences as "traumatic," "ego destroying," "a baptism of fire," and as generally a "humbling" experience. Attitudinal characteristics basic to effective counselors are adversely affected by only eight weeks of student teaching. Are we right, then, to demand teaching experience as a prerequisite for entering the counseling profession? Conversely, do we want as counselors those who have never experienced the very real emotional demands placed on teachers? On the one hand, we could end up with open-minded counselors who lack a real understanding of the problems teachers face; on the other, we get a more dogmatic counselor who understands the teacher's role. A look at the long term consequences of teaching experience on teachers' attitudes might have implications for counselor certification.

G. The Rogerian style isn't the only effective one. Students confronted in counseling sessions showed a significant average gain in academic performance. Non-confronted students and low-confronted students, as assessed from taped recordings of counseling interviews, did not show a comparable gain in GPA following counseling. The high-confrontation group also showed greater self-exploration during the entire interview than did the other groups, self-exploration reaching especially high levels immediately following confrontation. A high level of confrontation led to successful therapy; low-confronted students showed even less improvement than did non-confronted students. Confrontations regarding student weaknesses seemed to be more strongly associated with successful outcomes than did confrontations regarding student strengths.

Dissertation Abstracts International, 32(1), p180-A●

Comment: The potential value of this much-feared counselor response should encourage counselors to confront clients more often. A carefully calculated, risk-taking confrontation **may** be the mark of an effective counselor.

H. Though the percentage of students who hold one view as opposed to another varies from school to school, high school students tend to see the counselor in one of two ways: the problem solver—concerned with personal, social, mental, and physical problems—and the information specialist—considered knowledgeable about scheduling, vocations, colleges and testing. The same study showed that all students resented counselors who acted as authority figures or who revealed confidences. Males tended to prefer male counselors, perceiving the counselor more as an information specialist. Females considered the counselor as more of a problem solver. Eighty five percent of all the students said they would consider consulting an esteemed adult for help with a personal problem. Those who said they would not seek adult help saw counselors as untrustworthy and as unable to see things the way students do. Though student grade level did not influence their responses, more college bound students were likely to select older counselors; for the non college bound, the particular age and dress of the counselor were seen as more influential in determining who would be appropriate as a counselor.

Dissertation Abstracts International, 32(1), p190-A●

Comment: You are probably surrounded by students who view you through stereotypic lenses. What can you do to help them see the real you?

I. Projected manpower needs and vocational interests of high school students are not congruent. A study was conducted to assess the interest patterns of juniors in high school and relate them to occupational opportunities for 1975. The greatest interests were in the field of professional and managerial occupations, whereas clerical, operative, and technical categories rank highest in manpower which will be required. An especially high percentage of interest choices was expressed for music and artistic occupations, and especially little interest emerged for manual or routine work. Though many students chose service worker occupations, which were realistic in terms of the nation's needs, the vast majority of these were females. In essence, it was found that expressed interests were out of alignment with projected manpower needs.

Dissertation Abstracts International, 32(5), p2420-A●

Comment: As counselors, we have a duty to point out every existing work category and to consider individuals' interests. We should know the projected manpower needs, but a practical question and an ethical dilemma arise when interests and opportunities cannot be combined.

A LITTLE HELP FROM YOUR FRIENDS
(Journal research)

J. Empathy is ear-to-ear as well as face-to-face. A study was conducted to compare the empathy ratings of counselors in three situations: counseling by telephone, counseling in a confessional type arrangement, and counseling face-to-face. Judges ignorant of the proceedings rated the recorded interviews on the Truax and Carkhuff Empathic Understanding Scale and found the empathy level exhibited in the three situations essentially similar. Trained counselors, however, scored significantly higher on empathic understanding ratings than did untrained counselors.

Journal of Consulting and Clinical Psychology, 37(2), p187-194●

Comment: This finding is particularly encouraging in view of the preference some people show for telephone contacts over face-to-face counseling interviews. It also suggests that the hot-line counseling services which have recently been introduced in some schools may turn out to be effective devices to provide students with the kind of help they want when they want it.

K. Potential business tycoons, doctors, and firemen are "hatched" as early as the fourth grade. A study among fourth, fifth and sixth grade pupils of both sexes, from varied community and socio-economic settings, indicates clearly-formed attitudes on the part of fourth graders with regard to job related factors such as self-expression, leadership, independence, money, status, and working conditions. These attitudes tend to alter somewhat by the time they reach sixth grade. Youngsters from professional white-collar schools and from working blue-collar schools reflected an increased interest in money between fourth and sixth grade, but the students from white-collar schools were also more interested in working conditions and leadership factors than those from blue-collar schools. Children from inner-city schools also develop job related attitudes but not in a similar pattern. They hold a less important view of money and leadership than either of the other groups, suggesting perhaps that their difference in attitudes reflects a lack of opportunity to watch people regularly engaged in rewarding work.

Journal of Vocational Behavior, 1(4), p387-398●

Comment: If students are to be motivated to explore vocational possibilities, they must have an opportunity to see that jobs can be either personally satisfying or materially rewarding or—in the best of all possible worlds—both.

L. Schools, in their efforts to compensate for the learning difficulties of the poor, often inadvertently accomplish just the opposite. By stressing the "deprived" nature of students, the schools are actually placing labels on the youngsters which affect the expectations of the teacher. The "disadvantaged" or "deprived" student is perceived as an academic underachiever and a social misfit who will drop out of school early. He is expected, by teachers, to be lacking in communication skills and motivation, to be disorderly and uncooperative. Results of a study of 157 practicing teachers attending graduate school support the contention that teachers do, in fact, associate negative patterns of behavior with "deprived" labels and positive patterns with middle or upper-class designations.

Psychology in the Schools, 8(4), p373-378●

Comment: To deny that a man is blind may not make him see, but to assert that a child is deprived helps him to remain so. If labels must be used—no one seems to be able to avoid them—then we should develop procedures to counteract the kinds of expectations that lock the child into a pattern.

M. What's in the head is certainly important, but more often than realized, it's what's in the heart that really counts. Results of a study which investigated the academic growth of 956 sixth graders, both black and white, under teachers of differing characteristics, indicate that black children especially are more responsive to teachers who reach them on an interpersonal level rather than to teachers who are just "subject matter experts." If teachers cannot be sensitive to youngsters on the emotional level, it matters little how knowledgeable they may be on the intellectual level.

American Educational Research Journal, 8(4), p635-648●

N. What kind of individual typically attends college? Data was collected on 416 recent high school graduates identified as either students or nonstudents. According to the data analyzed, the authors suggest that those individuals choosing to attend college as compared to those not choosing to attend college have a greater need to be encouraged and liked by others, to receive affection from others, to assume leadership and to be regarded by others as a leader, and to have influence on others.

College Student Journal, 5(2), p41-44●

O. Neither sticks and stones nor kind words alone promote honesty. Parental disciplinary methods affect a student's tendency to cheat in school! This conclusion was drawn from a study (Frank T. Vitro, University of Maine) involving 70 female first year junior college students enrolled in the course Human Anatomy and Physiology. Scheduled course examinations provided the means for classifying students as cheaters and noncheaters. After each of three examination sessions, the test papers were collected and scored for number of wrong answers without marking the test papers themselves. Later students were asked to correct their own tests, not knowing they had already been corrected. The subjects were also given a scale designed to measure how a subject recalls and perceives the disciplinary techniques employed by his parents when he misbehaved as a child. Subjects who were found to be cheaters reported their parental disciplinary techniques as being excessively punitive or not at all punitive. Those subjects classified as noncheaters tended to report moderate disciplinary methods. The authors concluded that these results suggest that the incorporation of values and standards of morality is most favorable when parental discipline does not involve either harsh physical punishment or only minimal discipline.

The Journal of College Student Personnel, 12(6), p427-429●

Comment: Counselors rarely concern themselves with discipline, but they frequently serve students who have experienced either brutal punishment or no punishment for violation of parental norms. In either situation, the counselor should be prepared to recognize that such students may lack the self-imposed standards of what constitutes moral behavior exhibited by students who received moderate discipline from parents. Counselors generally place a high value on honesty but sometimes must serve clients who, while they recognize honesty as a norm, do not feel compelled to be honest.

P. Both positive and negative feedback can make people feel more anxious. If feedback is different from people's evaluations of themselves (negative for people who have high self-esteem, and positive for people who rate themselves much lower), people tend to feel intense diffuse anxiety, guilt, and shame. Rogers' expectancy theory may explain the results: interpersonal feedback which is inconsistent with the self or past experience cannot be adequately integrated into the self. Thus, whether the feedback is unexpectedly positive or negative, people perceive this as a threat and react with anxiety. Congruent evaluations—which confirm their expressed expectations of themselves—do not elicit anxiety. An alternative explanation is that when individuals learn their behavior is not as they thought, they are forced to consider alternative behaviors by which to achieve their goals—and this causes an anxiety-arousing conflict.

Personality: An International Journal, 2(3), p205-217●

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Comment: The unconditional positive regard Rogers urges us to express may sometimes cause anxiety rather than make a client feel good. Perhaps counselors need to exercise the same caution in giving positive feedback as they do in giving negative feedback; otherwise, the client who expects negative feedback may be overwhelmed and turned off.

Correction: The student book, **Dealing With Aggressive Behavior,** was incorrectly quoted as costing $1.85. The correct price is 85¢. Orders for **Dealing With Aggressive Behavior** should be mailed directly to: Order Department, Educational Research Council of America, Rockefeller Building, Cleveland, Ohio 44113.

caps survey: *Counselors Discuss What Students Find Satisfying*

Last month **Communique** staff members investigated the major frustrations that students share with counselors and asked counselors what they were doing about these frustrations. This month's survey involves those same counselors but presents the other side of student opinion as it is perceived by counselors. We asked the counselors what satisfactions with school were reported to them by students.

The most satisfying experiences that students shared with counselors included reports of high scholastic achievement, acquiring meaningful career skills and rewarding relationships with peers. Furthermore, counselors reported that students were cheered by any kind of relevant vocational training programs available in schools and by classes such as shorthand and typing which have immediate use in the job market. To some students, satisfaction meant finding a school staff member who recognized the student's strengths and provided support and direction for his talents. Attention from a single staff member—usually a teacher—often made a crucial difference in a given student's attitude about school.

A few counselors were very specific about the expressions of satisfaction which young people shared with them. Earning a scholarship, gaining admittance to a chosen college, selecting and pursuing a class in an area of high interest, and finding a worthwhile job—all were areas students mentioned to counselors as satisfying educational experiences.

We were most interested in the number and diversity of the explanatory comments made by the counselors as they talked with us.

Counselors pointed out that reinforcing students' successful experiences, no matter how trivial, goes a long way toward encouraging continued school satisfaction. One counselor suggested accentuating positive and excluding negative aspects of behavior. He felt that young people responded favorably to such behavior modification attempts. Several counselors pointed out that a well-developed extra-curricular program of activities encouraged more constructive peer relations and, hence, enhanced satisfaction with school. One such counselor worked with students to encourage school clubs to broaden their membership to include fringe students as well as those who are popular. Another counselor stressed the importance of helping students to set realistic goals and to be aware of alternative courses of action as an activity which encourages more student satisfaction with school.

Perhaps the most interesting comment came from a high school counselor who aptly observed that "students who are goal-oriented generally express more satisfaction with their educational experiences." One cannot help speculating on such a statement. Experientially, most of us recognize the truth of the observation. The traditional school is goal oriented and would thus have more appeal for the goal oriented student.

Since goal orientation varies from individual to individual and from school to school, it is important to distinguish between those students who are clearly without goals and those who have defined goals which fail to match those of the school. When the student is in the process of shaping his own goals, often very independently of the school's goals for him, his own emerging needs ought to be given some consideration in educational planning. The counselor is in a position to encourage the acceptance of this view. Furthermore, counselors can create means to promote the school's recognition of such students and their needs or goals.

The existence of students who have neither independently defined their own goals nor accepted those of the school—the consequently dissatisfied student—probably speaks not to the failure of any given individual but to the school's failure to design an effective total guidance program. Talking with practicing counselors about student satisfaction with school served to reinforce one long term contention of our staff. Increasing student satisfaction with school experience will not be accomplished by hit and miss approaches to guidance programs nor by a single creative counselor, but will only occur when schools develop the kind of comprehensive, organized guidance programs that help every young person define goals and provide the mechanisms to have these goals recognized by the school.

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FIRST CLASS POSTAGE

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communique

resources for practicing counselors

May 1972 Number 9

exemplary practices

Using Guided Imitation

The following description of a case study involving the use of modeling with guided participation is presented by **Communique** with the permission of the original authors—Dorothea M. Ross, Sheila A. Ross, and Thomas A. Evans, all of Stanford University—and of the **Journal of Behavioral Therapy and Experimental Psychiatry. Psychiatry.**

Occasionally a youngster exhibits such extreme social withdrawal behavior that "normal" means of reaching him simply do not prove adequate. When this occurs the therapist may wish to try modeling with guided participation—a technique which has proven extremely successful with this type of behavior deficiency. Described here is a case in which such modeling was successfully used. The technique requires much time from both a therapist and someone who can serve as a model to a youngster (a role model), a commitment which may sound overwhelming in light of the time constraints under which most school counselors must function. Yet such treatment commitment, if successful, is a small price to pay for the rewards likely to accrue to the child, to his family, to the school, and to society.

The subject of the technique reported here was a young boy who refused to interact with his peers. His intelligence was normal, his peers did not seem to be rejecting him, yet he withdrew from all social interaction. He would neither look at nor talk to other youngsters.

For two weeks preceding therapy, the subject's behavior and that of several socially competent boys was observed and measured in the following categories:

(1) being in close proximity to others,
(2) touching others,
(3) looking at others and maintaining eye contact,
(4) playing or working cooperatively with others,
(5) talking to others.

In addition to these activities, the number of avoidance responses were also recorded. Thus the therapist not only could document the behavior deficiencies of the client but also had data to indicate what were the more normal interactions among the client's peers.

The female therapist found a male psychology student who indicated that he would be willing to serve as the role model and the two of them began a seven week program.

The first task was to establish a relationship between the role model and the withdrawn boy. This was especially difficult because the boy avoided both verbal and visual contact with others. However, the male role model responded by being attentive, demonstrative, and generally helpful to the boy; thus, a relationship was established.

In order to utilize this relationship, the boy had to be encouraged to imitate the role model. Therefore, the boy was rewarded for any imitative behavior both by the model himself and by the therapist. Before long the boy was both eagerly awaiting the arrival of his role model and actively imitating the model's behaviors in a number of small ways—using some of his verbal expressions and physical motions.

Once the imitative pattern was established firmly, the therapist and the model proceeded to begin work on a graduated series of social interaction behaviors. At times, in the presence of the therapist, the model would join other children. At first the boy would not watch, so the therapist provided a running commentary on the progress and activities of the model. Then when the model returned, he too, would briefly describe to the boy what he did with the other children.

SPECIAL NOTICE!

Communique will wear a livelier format next year. You'll now have eight instead of six fast-paced pages to read: included are several new columns that respond to counselors needs (and one to tickle the funnybone). You should be receiving renewal notices in the mail soon. Order right away so you'll be sure to get the first fall edition (September) of **Communique.**

Have a good summer!

CG 400 047

The model, in the boy's presence, also verbalized reluctance to the therapist about interaction with the boy's peers. He asked specific, funny, or fearful questions about such interaction and gradually allowed the therapist to reassure him. No attempt was made to draw the boy into these discussions other than making sure that he listened. As part of these prearranged exchanges, the therapist would suggest approaches the model might employ in various hypothetical situations.

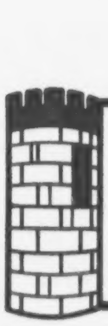
The model would in turn encourage the boy to join him in increasingly complex social interactions. Thus, on one day the boy and the model might only stand near children playing, the next attentively watch, the third exchange a smile with the children, and by the seventh day the role model and the boy were able to join in a game. During this process, the boy received rewards and support from both the therapist and the model for his imitative behavior.

Both therapist and model also prepared the boy for solo participation by helping the boy practice skills, rituals, and slang appropriate for interaction with the boy's peers. Thus, when the boy was finally asked to approach other children without the role model, he was familiar with the specific skills needed in each situation.

At the end of seven weeks the boy's social interactions had increased to the point that they matched those of his socially competent peers, and avoidance behavior was significantly reduced. Two months later, he was again observed and found to be functioning well with no additional adult intervention. The boy was even able to initiate and sustain social interaction with children who were strangers to him.

The technique used here might very well be applicable not only to withdrawal behavior but also to the numerous learning problems children experience in school—especially those which are accompanied by expectancy of failure and anxiety. Although this technique requires the time of both the therapist and a model, it seems to be an effective and non-threatening method to motivate a reluctant child to attempt new behaviors. The steps involved in overcoming a specific difficulty should be arranged in a series of graduated tasks to provide incentive and thus facilitate the success of this technique.

Journal of Behavioral Therapy and Experimental Psychiatry, 2 (4), p273-279●



RESEARCH FROM THE IVORY TOWER

(DISSERTATIONS)

A. If you can't be born smart, be born first! Study results indicate that the expectancies which teachers hold for younger siblings of students they have previously taught is largely dependent upon the achievement of the older siblings. In the study, dependent variables were measures of achievement of younger pupils in Grade 1. The control pupils consisted of those pupils who had teachers different from those of their older siblings for first grade. When the older siblings had performed well, the expectancy group scored higher than the control group; when older siblings had performed poorly, the expectancy group scored lower than the controls. The study demonstrated both beneficial effects of positive teacher expectancies and detrimental effects of negative teacher expectancies.

Dissertation Abstracts International, 32(6), p3426-A●

Comment: **Counselors, like teachers, must constantly be aware of the tendency to see Billy as "Jimmy's little brother." This study, like numerous others, makes all too clear both the beneficial and negative effects of such perceptions.**

B. Don't bus black kids—adopt them! A study of white parents who had adopted preschool black children indicates that, at least prior to the age of six, fewer problems were experienced than had initially been anticipated. When compared with a group of intraracial adoptive parents, the transracial parents appeared more concerned with the area of human relations in which they experienced more satisfactions than did the intraracial parents, while the latter experienced more satisfactions in the area of parent child relationships (perhaps because for most of the intraracial group, the adoption under study was their first experience in "parenting"). While future problems are anticipated by the transracial parents concerning dating and identity formation, it seems probable that the stability offered to a parentless black youngster in his early years may provide him with the support he will need later on in life.

Dissertation Abstracts International, 32(6) p3435-A●

C. Pupil Personnel Service workers, trainers and supervisors respond with anxiety to the idea of utilizing paraprofessionals in the field. A questionnaire administered to such a sample in California indicated that though counselors agreed that paraprofessionals could assist certified workers, it was feared administrators might cut back on the number of certified professionals. Nevertheless, counselors did feel that paraprofessionals could perform useful but unsophisticated tasks.

Dissertation Abstracts International, 32(5), p2417-A●

Comment: **The vast number of beneficial effects to be gained from employing aides should logically outweigh the few threats imposed by the use of paraprofessionals if, indeed, the need for people with social service orientation continues to justify employing increased numbers of them. A team effort would improve the standard of the services we render.**

D. The pattern of interaction in counseling groups distinguishes groups of varying compatibility. More compatible groups, those in which members have much in common, tend to avoid the small talk less similar people engage in. They become more involved with one another and engage in more "therapeutic talk" from the start, whereas the exploratory small talk of less compatible group members only gives way to therapeutic talk with time.

Dissertation Abstracts International, 32(2) p780-A●

Comment: Apparently our defenses are so rigid that we don't allow ourselves to grow through deep interaction with people we might not choose as our friends. They first have to be approached superficially and tested out. Even then we don't open ourselves up as much as we would to more compatible group members.

RESEARCH FROM YOUR BUSY COLLEAGUES

(JOURNALS)

E. The more impersonal and personal information a client has about his potential interviewer, the more he is likely to disclose his attitudes, feelings and experiences. A research study showed this to be true particularly for clients who have a history of low self-disclosure. One can thus increase personal communications by giving the client information about the counselor who he may (realistically or not) perceive as a threat.

Journal of Consulting and Clinical Psychology, 37(2), p187-194●

Comment: Many a counselor is reluctant to reveal information about himself. The value of this in encouraging the development of a closer relationship, however, would appear to justify counselors opening themselves up to a greater degree.

RESEARCH FROM THE FIELD

(FUNDED AND PRIVATE PROJECTS)

F. It's not only a matter of **what's** up front that counts, but **when** it's there! Adolescent pregnancy, among both married and unmarried teenage girls, perpetuate those conditions which relate to disadvantagement and poverty. Conclusions drawn from a study based on data from the reports on vital statistics do, in fact, indicate that among girls who have a first child early in adolescence, whether married or not, there tends to be less time for further education, lower income levels, high rates of subsequent fertility, and high medical risks to both mother and child. These factors work to perpetuate disadvantagement, both educational and economic, and place ever-mounting burdens on society.

ED 056 356 MF$0.65 HC$3.29●

Comment: The counselor who works with disadvantaged adolescent girls cannot ignore sexual issues. To reduce the likelihood that such girls will continue to be disadvantaged, counselors should actively initiate programs to both change the attitudes and provide information that might postpone that first birth.

G. Are we going the way of the Roman Empire? We hear a lot about "overindulged youth". Do parents really see their kids that way or are they merely griping? Survey findings from parents as well as from a national sample of adolescents of 10th through 12th graders, matched to 1960 census distributions for sex, grade in school, residence and geographic region indicate that as a gripe about youth, overindulgence ranks very low. Furthermore, youngsters tend to identify with their parents when they rank gripes about their peers. Among the sample, only 6-12% were skeptical about becoming part of The Establishment.

ED 055 299 MF$0.65, HC$3.29●

Comment: Counseling programs, for the most part, are designed for those young people who are either at odds with the establishment or having problems with some part of it. What are counselors doing for the young people who want to be part of the establishment?

H. Many researchers have investigated the intellectual changes that occur with aging and few of them agree with one another. A recent study suggests that intellectual functioning remains pretty much unimpaired throughout adulthood and that functioning is only impaired about five years prior to death. Because this change in performance is rather sudden and fairly well defined, it is referred to as "terminal drop."

ED 056 346 6 MF $0.65, HC $3.29●

Comment: More and more people are retiring at an early age—long before any "terminal drop." Such people still want and are able to contribute to society and to their own personal growth. Counselors need to identify such people and find roles for them—in youth agencies, schools, day care centers, with senior citizen consumer groups and so on—programs that can benefit all concerned.

I. The "power of suggestion" can play a major role in influencing the performance of a teacher. This conclusion was drawn from a study which tested the assumption that a teacher's presentation may vary depending upon the instructor's perception of his students' attitudes toward him. To explore this assumption, a guest lecturer was presented to each of two introductory psychology classes, one of which had been told that the lecturer was a "cold" person, and the other that he was a "warm" person. The lectures were taped and rated to determine if the lecturer was influenced by these student expectations. The results suggested that those students who expected a cold teacher produced one, inasmuch as raters judged his lecture performance to be colder, more tense, and less competent at the end of the talk than at the beginning. Just the reverse was reported for the lecture performance to the students expecting a warm teacher.

ED 056 331 MF$0.65, HC$3.29●

Comment: The necessity for counselors to make sure that clients have prior knowledge of the counselor's role becomes one method of increasing the probability that the counselor will indeed fulfill that role. If your clients do not know who you are and what you do, you may become whatever you think you are! Of course, this could be an improvement.

J. College students rank university psychological services fourth as a means for seeking assistance with personal problems. In a recent research project conducted at Southern Illinois University, Carbondale, students were surveyed concerning why they did not use university counseling facilities when they had problems. Results indicated that students were favorable to the concept of counseling and that the stigma of seeking counseling was of little concern. Subjects generally reported having little information about the counseling center and the counseling process. For help with personal and social problems, students reported that friends were the first choice for help, close relatives the second choice, and faculty and psychological services the last choice.

ED 052 503 MF$0.65, HC$3.29●

Comment: It is evident that counseling centers must begin to focus their attention on more preventive-oriented types of services rather than traditional remediation, which may include being available to the student in his own life-space rather than in the counseling center.

K. Do colleges and universities foster student feelings of alienation? In an effort to answer this question, a recent research project was conducted at Alma College, Michigan which dealt with a comparative and cross-sectional study of the attitudes of students toward other students, faculty members and administration of that college. Students from a large state university and a medium sized Catholic university were used as comparison groups. The survey measured the student's definitions of his college experience within the context of 4 alienation variables: meaninglessness, powerlessness, normlessness, and social isolation. The results showed that freshmen came to college with low levels of alienation but by mid-year the levels increase to the extent that they match the other classes. It was concluded that despite some variations in the magnitude of alienation at the 3 schools, students share, to a high degree, common alienated attitudes.

ED 056 363 MF$0.65, HC$3.29●

Comment: Large or small, institutions of higher education seem to contribute to student alienation. Once again the dilemma—to what degree are student personnel workers responsible for pin-pointing and responding to those elements in the college environment that increase student feelings of alienation?

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materials

Improving the Self-Concept of Elementary Students

A new program, developed by Carl Fischer and Dan Johnson and published by Pflaum/Standard, provides a variety of activities for the elementary school child, particularly the third-grader, which deal with both the understanding of "self" and the development of interpersonal skills. Through structured, small-group activities the child learns that, like others, he has strong points and weak points, that he is improvable, and that he can accept his limitations and still be a member of the group. He discovers both how he is unique and how he is like his peers.

A major assumption underlying this program is the belief that if a child is to understand himself, he needs to understand his emotions. His feelings about himself and others are viewed as an important part of the total program. For example, because the emotions of fear and anger are likely to be troublesome to most children, two of the structured activities are devoted to each emotion.

The "What About Me" Program has been developed as a packaged kit. Each kit contains four worktexts and seven activity sheets organized for groups of four. The authors suggest that third graders be asked to read about emotions in the worktext, and then to discuss what they have read. But children learn by doing things with others, so small group activity is the primary method of instruction. The structured situations give students a common experience to discuss, and they are planned so that they add warmth and closeness to the relationships that exist between student and teacher and between students.

In recent years, the role of the counselor in the elementary school setting has been a major topic of discussion and criticism. Some educators claim that the elementary school counselor should assume the role of consultant to teachers and parents, while others suggest face-to-face interaction with students as the main function of the elementary counselor. This program is supportive of both positions. It suggests that counselors will continue to interact on a one-to-one basis with students, but also provides opportunity for the counselor to move into the classroom and work with the teacher to provide structured kinds of interpersonal, non-academic experiences essential for healthy growth.

If you are an elementary school counselor and are concerned about improving the self-concept of your students—and perhaps that of teachers and counselors as well—you might find this program helpful. The What About Me Kit contains 4 student workbooks, 1 set of group work activity sheets (14 activities in each set), and costs $7.56. The teacher's edition costs an additional $4.90; however, with an order of 4 kits, it is free. The What About Me Kit is part of a larger series called Dimensions of Personality. Use the following address either to write for more information or to order: Joan Howley—Dimensions of Personality, Pflaum/Standard Publishers, 38 West Fifth Street, Dayton, Ohio 45402.

An Aid for the Drug Program

The American School Health Association and the Pharmaceutical Manufacturers Association have teamed up to prepare **Teaching About Drugs: A Curriculum Guide, K-12.** The editors say that it is intended for counselors, teachers, and other interested school personnel. No outcome studies are available as to the effectiveness of the program with regard to decreasing drug abuse; however, the curriculum guide does not really claim to decrease drug usage. It does try to encourage the intelligent use of drugs.

Eight basic concepts and methods for communicating about drugs are presented. The guide lists these concepts:

1. Drugs, in legal products, are medical tools that may have many benefits when properly used.
2. Drugs and other substances are used for many reasons.
3. Drugs and other substances, if misused, may be harmful.
4. Drugs may be classified according to their effects.
5. Production, distribution, and use of drugs are controlled by law.
6. Behavior patterns of the individual influence present and future health.
7. Individual acceptance of responsibility is essential to the wise use of drugs.
8. Health is the result of the interaction of the physical with the intellectual, emotional, and social areas of human development.

The first 100 pages are devoted to those concepts. The organization of the guide would make it very easy for even the naive user to organize a drug program. Each page lists an objective, the content to be covered, the learning activities that the user might choose to cover that content, and a number of supplementary resources and materials.

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What makes this guide particularly appealing, however, is the final 100 pages, which contain some of the best review papers that have been written on the problems of drug abuse and on the specific drugs which are frequently abused. The editors should be commended for the quality of the writing—it is lively, direct, and in simple English, yet scholarly and concise. One of the most interesting articles in this section is a "Brief History of Drug Abuse" by G. B. Griffenhagen. This article contains all kinds of fascinating historical anecdotes. For example, at the turn of the century, things probably did go better with Coke. When Coca Cola was first produced, one of its major ingredients was cocaine and the drink was marketed as "the intellectual beverage and the temperance drink." During the civil war opium and morphine abuse was so widespread in the military that such abuse was known as "the army disease." Opium and morphine were, during the 19th century, major ingredients in a number of widely promoted and distributed patent medicines such as Ayer's Cherry Pectoral, Jayne's Expectorant, Pierce's Golden Medical Discovery, and Mrs. Winslow's Soothing Syrup.

For interesting information and a learned but humble approach to the drug problem, counselors or other school personnel who are involved in drug programs might consider this guide as a reference. It costs $4.00 and can be ordered from American School Health Association, A.S.H.A. Building, 107 South Depeyster Street, Kent, Ohio 44240.

Cartoons for Clients

What do counselors do? A cartoon booklet interpreting the work of the school counselor is available for 15 cents. It was produced by the Minnesota Department of Education and can be ordered from Documents Section, Room 140, Contennial Building, St. Paul, Minnesota 55101.

Using the Group as a Learning Environment

If you are using groups as learning resources, you would probably be interested in having one or all three of the books in a series published by University Associates Press. This series is called **Structured Experiences for Human Relations Training**—Volumes I, II, and III—each volume costs $3.00. What makes these publications particularly valuable to practicing counselors would be the format in which information is presented and the number and quality of the actual materials included which can be used directly with students. The authors point out that although each volume is copyrighted, there are no restrictions concerning the reproduction of materials.

The series is divided into three volumes because the authors felt that the techniques and goals described represented both simple and sophisticated approaches to group work. So the authors begin with the simplest goals and techniques, reasoning that for those who are only working with groups to accomplish some relatively well defined and non-threatening goals, a single volume (1) is sufficient. For those who are really into groups as a major form of learning, all three volumes are probably appropriate.

The format of the handbooks makes it easy for the user to select the goals and techniques in which he is interested in pursuing with a group. Each group exercise is listed and described with reference to the goal intended. Information is presented in the following order: (1) Goal; (2) Group Size; (3) Time Required; (4) Materials Utilized; (5) Physical Setting; (6) Process. When questionnaires or role playing situations are part of the process, actual scripts and questionnaires are included so that the user can duplicate these.

Although many of the exercises and goals presented in Volume I would perhaps not be useful for school counselors who do not work with groups regularly, those who do work with groups are likely to use some of the techniques and materials included. One word of caution, however, if you are ready to rush in an order: the exercises do seem to require a great deal from individual members of the groups. Unless the groups with which you deal are fairly verbal and enthusiastic, even Volume I might be too sophisticated or too demanding. If, on the other hand, you work with highly active students who are anxious to learn about themselves in groups, the structured experiences described in this series would be excellent. **A Handbook of Structured Experience for Human Relations Training** (Volume I, II, or III) can be ordered from University Associates Press, P.O. Box 615, Iowa City, Iowa 52240.

theory in the vernacular

Swan Song for 1971-72

"Next year! Our staff will be grateful to finish this year!"

◆

"We try, but somehow our staff just can't seem to get it together."

◆

"Our counselors would really like to get something going, but we never get a chance. Oh, we get to attend meetings, but only to listen to administrators. No one really listens to what we have to say. Some of us don't even try to think about the problems anymore. We just do what we can with what we have!"

◆

"Supposedly we get involved in planning, but really our part is just lip-service."

◆

"Decisions are made in our school by group consensus. Ha!"

Though this school year is not quite over, concerned counselors are already preparing for the next. Most of the planning, of necessity or by choice, takes place in groups—counselors, teachers, and administrators. For the most part, such groups are unstructured, a format which when handled well allows for the full participation of all group members. If, however, all members are not fully participating in these planning sessions, superior results, solutions, or plans may be obtained by deliberately taking a step backwards—by utilizing a more formal group structure. Such organization can induce the shy to reveal their resources, the unconcerned to either develop an interest or expose their disinterest, and the powerful and dominant to give way to other, less verbal, members. An organized panel discussion, forum, or symposium can both limit the areas of discussion and can assure an equal time distribution for all talkers—at least initially. It can also reduce the amount of time wasted by group members who commiserate with one another about the enormity of "the problem" or the constraints against taking any effective action. Catharsis may be beneficial but too much negative forecasting decreases the motivation to attempt to change. This difficulty can create an impossible situation unless group discussions are **well** planned.

Research suggests that group decision making is better than individual decision making only when all the resources within the group are utilized. One simple way to get more of the resources from a group is to use more rather than less structure. If your problem-solving or planning groups are unproductive and apathetic, you might try to get them to agree to this simple experiment:

All members agree to present at the next meeting a five to ten minute talk addressing themselves to the issue according to the following outline.

What do you want to do?
Why do you want to do it?
How are you going to do it?
Who is going to do it?
Where are you going to do it?
How long will it take?
How much will it cost?

Often such apparently easy tasks as defining a topic and giving each person concerned notice of the time for discussion, as well as telling them that they have ten uninterrupted minutes to clarify their notions can result in (1) more preconference planning by participants, (2) the opportunity to let everyone speak his piece without being shut off or up, (3) zesty follow-up interaction, (4) solutions or plans which include ideas of all members. Particularly with regard to a specific problem, this kind of organization can be helpful in producing a number of alternative solutions which, after all are on the table, can be evaluated or combined.

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